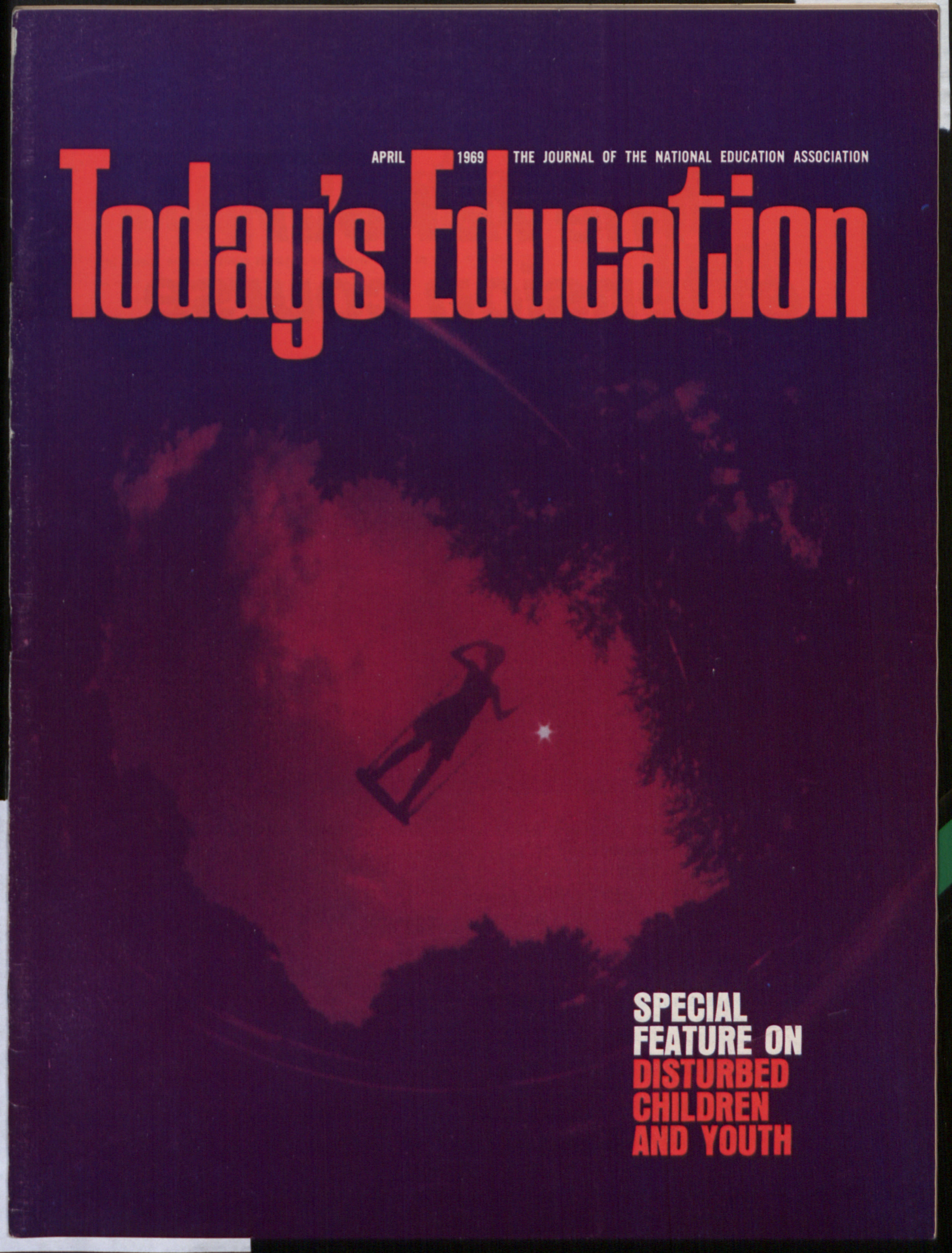
APRIL 1969 THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION

Today's Education



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Supreme Court Upholds Student Right To Protest

Increased Voter Reluctance Seen on Passage of School Bonds

Most Administrators Support Federal Aid to Education

Schools Urged To Employ More Part-Time Teachers

Computer Drills Pupils at Home

California Appellate Court Allows Search of Student's Locker

NEWS AND TRENDS

Supreme Court Upholds Student Right To Protest

The U.S. Supreme Court, by a vote of 7 to 2, has ruled that students have the right to carry on protest demonstrations in schools, providing that they do not disrupt the work of the school or interfere with the rights of other students. The ruling was made on a Des Moines, Iowa, case brought on behalf of three students who were suspended for wearing black arm bands to protest the Vietnam war.

"It can hardly be argued that either students or teachers shed their Constitutional right to freedom of speech or expression at the schoolhouse gate," said Justice Abe Fortas, speaking for the Court.

Justice Hugo Black, one of the dissenters in the case, called the decision dangerous, adding that after the ruling some students "will be ready, able, and willing to defy their teachers on practically all orders."

The NEA Board of Directors, at its February meeting, adopted a statement expressing sympathy with and support for the concerns of many students today as they seek solutions to problems of our society. The statement says that the Board "supports the legitimate and responsible efforts of students to secure a meaningful voice in school and college governance, curriculum scope and content, and in the regulation of their own affairs. It urges administrations and faculties to make provision for the assumption of such student responsibility. It further urges these bodies to become and remain responsive to student protest."

Increased Voter Reluctance Seen On Passage of School Bonds

Voters are showing increasing reluctance to pass school construction bonds, the U.S. Office of Education reports. This reluctance caused a drop to 62.5 percent last fiscal year in the rate of voter approval based on dollar value of bonds, USOE said. In fiscal 1967, the rate was 69.2 percent; over the 1957-67 period, the average rate was 72.7 percent.

Most Administrators Support Federal Aid to Education

A vast majority of school administrators support recent federal legislation aiding education, according to a survey made by the House Education and Labor Committee. Of the 20,000 administrators queried, only 12.2 percent said that federal aid was of little value. All the rest agreed that it was of great, substantial, or moderate value.

Administrators in large school districts expressed greater approval than those in small districts, the survey also revealed.

Schools Urged To Employ More Part-Time Teachers

The part-time teacher is an untapped reservoir of talent that can help improve the quality of education, according to a study financed by the New World Foundation and made by Catalyst in Education, a nonprofit organization. The organization surveyed 300 school superintendents who employ part-time teachers on a regular schedule. It showed that part-timers are as productive and professional as full-time teachers, do not weaken professional organizations or salary negotiations, and are not any more likely to be absent than full-time teachers.

The study concluded, that use of part-time teachers can help ease the shortage of professionals in such specialized areas as foreign languages, remedial reading, and librarianship, and urged use of part-timers in an organized, permanent way, not merely as stopgap employees hired to meet an emergency.

Computer Drills Pupils at Home

This country's first large-scale experiment in computer-to-home teaching was launched in February by the New York City Board of Education. Through the project, Dial-A-Drill, a computer "speaks" over the home telephones of 2,450 New York City elementary pupils. The experiment concentrates on drill in arithmetic with emphasis on educationally disadvantaged children in 10 schools in four pilot areas.

California Appellate Court Allows Search of Student's Locker

A California high school student who was turned over to juvenile authorities after marihuana was found in his school locker has lost his plea that the search and seizure was unlawful. A vice-principal had searched the youngster's book locker and found four half cigarettes made of marihuana and a plastic bag containing marihuana.

The search was made without a warrant and without the boy's consent after a girl student bought "speed" pills from the boy and turned them over to a vice-principal. Student lockers are opened

Today's Education

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This month's cover

The disturbed child may exhibit aggressive, acting-out behavior or he may be quiet and withdrawn like the lonely child on the cover. This month's special feature describes some ways that the classroom teacher can help him cope with his problems.

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Consumer Education Inventory Begun Under Federal Contract

Student Jobs at a Premium

1968 Children's Book Winners

Teacher Corps Seeks Interns To Train To Help Disadvantaged

Names in the News

NEA Reporter Gives Association News

from time to time to look for articles detrimental to the student body, the school administration told the court.

Noting that the primary purpose of the vice-principal's search was to obtain evidence of student misconduct and not to aid the police in obtaining criminal convictions, the appellate court ruled:

"We find the vice-principal of the high school not to be a governmental official within the meaning of the Fourth Amendment so as to bring into play its prohibition against unreasonable searches and seizures."

The court also ruled that a school stands *in loco parentis* and shares, in matters of school discipline, the parent's right to use moderate force to obtain obedience and that this right extends to a search of a student's locker.

Consumer Education Inventory Begun Under Federal Contract

A national inventory of consumer education programs and teaching materials is being made by Purdue University under a contract financed by Title IV of the Elementary and Secondary Education Act. The survey has resulted from a "growing recognition that educational programs should prepare people not only for earning a living through productive work but also for managing their incomes through sound buying practices and intelligent use of credit." The researchers will also gather data on present and future demands for consumer education programs to pinpoint gaps in current activities and to develop new programs to serve the educational needs of consumers in the 1970's.

Student Jobs at a Premium

Students who delay beyond the spring holidays in applying for summer jobs will find them "pretty well picked over," the Department of Labor's Bureau of Labor Statistics predicted recently. Nearly 4 million high school and college students will be looking for jobs this summer, the Bureau says, and it is possible that as many as 700,000 may not be able to find work.

1968 Children's Book Winners

Lloyd Alexander, author of *The High King*, published by Holt, Rinehart and Winston, and Uri Shulevitz, illustrator of *The Fool of the World and the Flying Ship*, published by Farrar, Straus and Giroux, have been named the winners of the American Library Association's Newbery and Caldecott Awards, respectively. The awards are given annually for the most distinguished books for children published the previous year.

Teacher Corps Seeks Interns To Train To Help Disadvantaged

The federal Teacher Corps is now seeking teacher interns for its programs in 38 states, Puerto Rico, and the District of Columbia. The programs provide training in teaching the disadvantaged—rural whites; Spanish-speaking, low-income groups; urban and rural blacks; and Indians.

The Corps offers two years of free training toward an M.A. and a teaching certificate while paying interns $75 weekly. More than 1,200 interns—graduates and undergraduates—will be placed this year. Information is available from Teacher Corps, U.S. Office of Education, Washington, D.C. 20202.

Names in the News

New chief state school officers include: Montana—Dolores Colburg, former administrative assistant to the superintendent of public instruction, replacing Harriet Miller; North Carolina—A. Craig Phillips, former administrative vice-president for the Richardson Foundation, Greensboro, succeeding Charles F. Carroll, who retired in January; Puerto Rico—Ramon Mellado Parsons, formerly a lecturer, Graduate School of Education, University of Puerto Rico, succeeding Angel Quintero Alfaro; and Trust Territory of the Pacific Islands—R. Burl Yarberry, former chief state school officer in Hawaii, who is serving as acting commissioner.

Kansas recently changed its administrative structure from a governor-appointed board and an elected chief state school officer to an elected board which appoints the chief state school officer. Murle M. Hayden, who has been state superintendent of public instruction, has been appointed acting commissioner.

NEA Reporter Gives Association News

For news and trends in local, state, and national education associations, see current issues of the *NEA Reporter*, sent to every NEA member.

"Silas Marner's Gold Found!"

That's the headline from a recent creative teaching project which made *Silas Marner* a bit easier for high school sophomores to appreciate. Donna Lubow, an English teacher at Maine South High School in Park Ridge, Illinois, came up with the idea.

Mrs. Lubow Maine South High School Park Ridge, Illinois

"The idea was involvement . . ."

"Teaching Silas Marner was a problem because it was difficult to get the kids involved. My idea was to have the students feel what it was like to live in the time and setting of the novel. So I decided that we'd make a newspaper of Silas' day—an imaginary *Raveloe Town Crier*. With news, editorials, and fun things like sports pages, letters to the editors, lovelorn columns, even comics. And every article would tie in with the events in the story.

***"Silas Marner* became fun . . ."**

"The kids loved it. And they absorbed the story beautifully. They became so involved, on some days they even volunteered to stay late to work on the paper. A few girls typed masters, which I ran off on our duplicating machine. My "journalists" and I then stapled the six or seven pages into newspapers which we proudly handed out to all English students. (And I made sure my English Department Chairman received one as well!)

"The semester's high point . . ."

"Looking back, I can see it was the semester's high point in student enthusiasm. I've used similar newspaper assignments since, and I've found each new group has responded to them with the same excitement. You should have seen our *Julius Caesar* paper. Now *that* was a real collector's issue!"

If you would like a copy of the students' "Raveloe Town Crier" write to A. B. Dick Company, 5700 W. Touhy Avenue, Chicago, Illinois. 60648

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TEACHER OPINION POLL

Teacher Involvement in School Policies and Procedures

"Getting a piece of the action" is the ambition of many groups today. How do teachers feel about their "piece of the action" in the operation of schools? Are they satisfied with their present involvement in determining school policies and procedures? Or do they want greater participation?

In a recent Teacher Opinion Poll, the NEA Research Division gave a scientifically selected sample of the nation's public school teachers a list of school operations and asked them this question:

"Are you as a teacher underinvolved or overinvolved in the determination of school policies and procedures in each of these areas?"

For each area there were three possible responses: "Not as involved as I want to be"; "Involved about as much as I want to be"; and "More involved than I want to be."

The most striking result of this survey is that 65 percent of teachers indicated that they wanted to be more involved in determining class size. This percentage is about twice as great as that indicating they wanted more involvement in most of the other areas.

For most of the other areas, the majority of teachers responded that they were involved about as much as they wanted to be. However, between one-fifth and two-fifths of the respondents indicated they would like greater involvement in these areas.

Percentages of teachers indicating overinvolvement were extremely small with one exception—supervision of extracurricular activity, for which 78.2 percent indicated satisfaction with their present involvement; 13.5 percent, too much involvement; and 8.3 percent, too little involvement.

	Not as involved as I want to be	Involved about as much as I want to be	More involved than I want to be
Curriculum decisions	37.3%	61.7%	1.1%
Selection of textbooks	34.0	65.1	0.9
Determination of class size	65.0	34.3	0.7
Supervision of extracurricular activity	8.3	78.2	13.5
Determining and implementing grievance procedure	21.9	76.4	1.7
Determination of teacher salaries	39.2	59.9	0.9
Determination of fringe benefits	36.3	62.8	0.9
Procedures for selecting school principals	31.1	68.1	0.8
Adherence to code of ethics	22.9	76.2	0.9
Establishing school calendar year	35.2	64.3	0.5
Procedure for teacher evaluation	35.1	64.0	1.0
Conditions of service for teachers	34.2	65.3	0.5
Student discipline procedures	31.9	65.8	2.3

Who are the teachers who want to be more involved? In general, they are men. With two exceptions—selection of textbooks and supervision of extracurricular activity—a significantly greater proportion of men than of women indicated that they were not as involved as they would like to be in the areas listed.

A larger percentage of elementary than of secondary school teachers indicated they were not as involved as they wanted to be in selecting textbooks. In all other areas, either elementary and secondary

(Continued on page 11)

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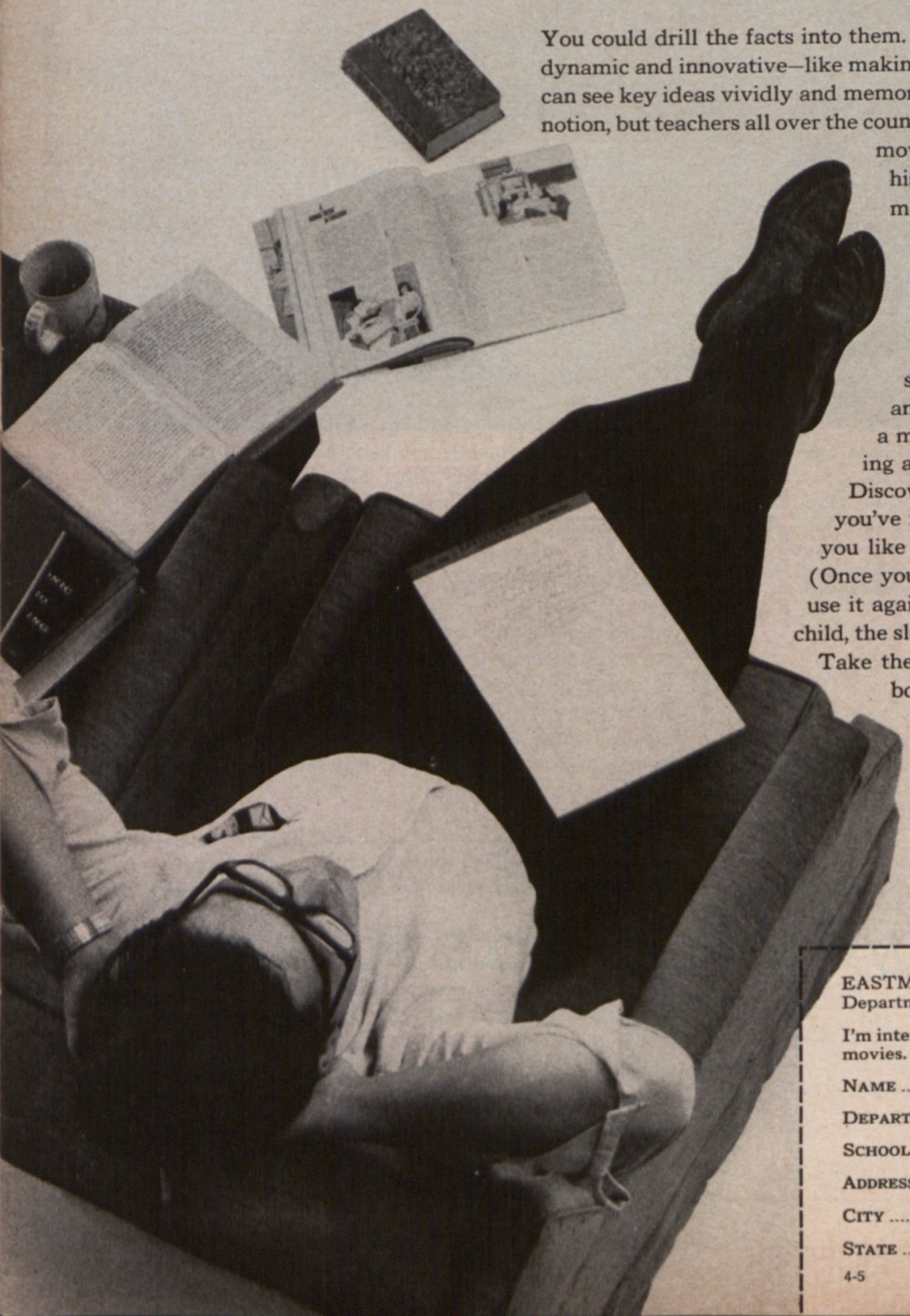

You could drill the facts into them. But maybe you ought to try something dynamic and innovative—like making your own brief movie so your students can see key ideas vividly and memorably. That may sound like a far-fetched notion, but teachers all over the country, with no prior experience, are making movies right now. About art. Math. Local history. Chemistry and physics experiments. Community life.

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This feature is an open forum for TODAY'S EDUCATION *readers. Ideas and opinions expressed here are those of the writers and not necessarily of the NEA. (When writing, please indicate school, position, and home address, including zip code.)*

Relevance

In William Van Til's generally excellent article on relevance (January), I am disturbed by the rhetorical irrelevance of his two key examples. In the first, Miss Smith, who teaches in an affluent suburb, uses a who-can-make-the-most-money game that bores Margaret, who is disenchanted with affluence. In the second, Mr. Jones, teaching a racially mixed group of youngsters, uses some materials that do not appeal to black Jess. Apparently the materials in both examples are relevant to the lives of many of the other students.

If Miss Smith had taught only what *might* be relevant to Margaret, the materials would have been less relevant to other students in the class. If Mr. Jones had brought in only literature about black men in order to appeal to Jess, would that literature have been relevant for all the other students?

I quite agree with Professor Van Til that relevance is very important, but I must protest that it is not so easy to determine what is relevant. Neither the child nor the man always knows with certainty what is relevant to him, and what is "irrelevant" today may well be relevant tomorrow. In many ways, relevance is fine, but it constricts because it grows like a shell around the soul and the mind.

I have every confidence that if Miss Smith and Mr. Jones are the excellent teachers Professor Van Til suggests them to be, they will get around to doing something relevant for Margaret and Jess, knowing full well as they do that the something may not be entirely and immediately relevant to the other members of the class.

—George Gleason, *head, Department of English, Southwest Missouri State College, Springfield.*

Evaluation

In response to Paul M. Allen's article, "The Student Evaluation Dilemma" (February), I suggest that a simple notice at the top of every report form stating "This is an evaluation by only one person" could eliminate many of the problems associated with grading.

—Ardina Schroeder, *resource consultant, Special Education Diagnostic and Resource Center, Wichita, Kansas, public schools.*

Martha's Problem

The new criticism of American education indicates that much of what we do in the schools has little educative value. This criticism is especially relevant to the ways in which the consultants urge that the case of Martha Gish, the girl who came to school "gotten up as though she were a cocktail waitress" (February "Classroom Incident"), be resolved.

The consultants voice the all-too-prevalent approach to pupil values: Martha has a "problem." The teacher should work with Martha in a diplomatic way that will, while alleviating her "problem," not antagonize either Martha's community or her parents. The begging question is: Does Martha have a problem?

It is crucial to question the circumstances giving rise to Martha's "problem." On this point there can be no doubt. "Martha stood out like a being from another planet." Pupil dress, increasingly the source of pupil-teacher confrontation in public education, is the source of the crime for which Martha has been indicted, tried, and convicted without due process of law. The crime —knowingly or unknowingly, Martha has dared to differ from "how nice American junior high school girls look."

If we as teachers are committed to the goal of eliciting divergent thinking in the public schools, our intrusions in matters of private taste are inconsistent at best; at worst they are unconstitutional. Of all the dimensions that make life so enriching, clearly one facet is the diversity found on this planet. Could it be that this teacher's provincialism stifles her class? A teacher's influence never stops, but his parochialism should. Apparently, Fred Gish's wife shares this opinion, and justly so.

—Malcolm B. Campbell, *assistant professor, Department of Education, Bowling Green (Ohio) State University.*

Responsibility

I found the January "Classroom Incident" page appalling. The incident itself was valuable, bringing to light the sort of degrading experience to which countless professionals are subject daily in the field of education. How is it possible that some 100 years after Lincoln freed the slaves a principal can insist that a teacher never again "let a subject be discussed in such a way as to imply criticism of the school system"?

Perhaps some of the responsibility rests on people like the consultants who commented on this incident. Their comments were a disservice to every aspiration for human dignity—not because they were out of sympathy with the writer-victim, which they were not; not because they were wrong in their analysis of poor communication and weak leadership; not because their comments were in error; but because they were tangential. They fit the mold of being replies but left the meat of the issue alone.

The situation was one of simple buck-passing. What is it about the way education is organized that makes such buck-passing possible? What is it about the way educational systems operate that makes it possible for administrators to put down a teacher in this way? And most painful of all, what makes it possible for a teacher to take it and feebly wonder, "Should I have let them do this to me?"

—Alan P. Towbin, *the Learning Center, Farmington, Connecticut.*

Discrimination

Mrs. Elliott's item headed "Discrimination Day" ("Idea Exchange," February) describes what is obviously an honest attempt to overcome discriminatory attitudes. The assumed result of her lesson is given in the quoted words of a youngster: "Discrimination is not fun at all. I am glad I am not a Negro and being judged by my skin."

Unless the activity was followed up by meaningful discussion, another—and very damaging—result could well have been expressed in the words of the blue-eyed girl: "On Monday I was happy because we discriminated against brown-eyed people, and I felt smarter and gooder and cleaner than the brown-eyed people."

Are either of these attitudes what we really want our children to know and feel in regard to minority groups and discrimination?

—*Ken Roberts, former elementary teacher; children's book editor, G. P. Putnam's Sons, Metuchen, New Jersey.*

NEXT MONTH

In a "Searching Mind" article, Joseph D. Noshpitz, M.D., discusses the cause and cure of phobias.

The head instructor of a high school driver education department describes a driver education program that's really different.

A special feature deals with key roles the teacher must learn and develop if he is to foster learning through discovery.

Beryce W. MacLennan of the National Institute of Mental Health analyzes the ancient art of scapegoating as manifested in the classroom.

TEACHER OPINION POLL

(Continued from page 6)

teachers gave similar responses, or more secondary than elementary teachers expressed a desire for greater involvement.

	Not as involved as I want to be			
	Elem.	Sec.	Men	Women
Curriculum decisions	35.8%	38.8%	42.6%	34.5%
Selection of textbooks	38.4	29.5	31.6	35.2
Determination of class size	63.2	66.8	68.7	63.1
Supervision of extra-curricular activity	8.4	8.1	10.1	7.3
Determining and implementing grievance procedure	18.6	25.1	31.0	17.1
Determination of teacher salaries	35.1	43.4	48.8	34.2
Determination of fringe benefits	32.6	40.1	46.0	31.2
Procedures for selecting school principals	26.6	35.6	39.3	26.8
Adherence to code of ethics	18.0	27.9	27.4	20.6
Establishing school calendar year	32.0	38.3	41.4	31.9
Procedure for teacher evaluation	31.1	39.1	41.8	31.5
Conditions of service for teachers	31.9	36.5	39.3	31.5
Student discipline procedures	28.1	35.8	41.7	26.8

For some areas of school operations, a greater proportion of teachers in large school systems than in small ones expressed a desire for more involvement.

The percentage of teachers who are not as involved as they want to be in selecting textbooks and determining class size is greater in school systems with 3,000 or more pupils than in systems with less than 3,000 pupils. Similarly, the proportion of teachers who want more involvement in determining teacher salaries and fringe benefits is greater in school systems with 25,000 or more pupils than in smaller systems.

The proportion of those desiring greater involvement in student discipline procedures also increases with the size of the school system. For the other designated areas, opinions of teachers in different size systems do not differ significantly.

	Large (25,000 or more pupils)	Medium (3,000-24,999 pupils)	Small (Less than 3,000 pupils)
Selection of textbooks	40.4%	35.8%	25.5%
Determination of class size	66.8	66.4	61.1
Determination of teacher salaries	46.8	38.3	34.0
Determination of fringe benefits	41.2	35.0	34.1
Student discipline procedures	39.1	31.3	26.5

A geographical analysis of the responses shows that many more teachers in the Southeast than in other regions of the country want greater involvement in determining teacher salaries and fringe benefits. More than one-half of all Southeastern teachers say that they are not as involved as they want to be in these two areas. For the other areas listed, differences in the geographical distribution of opinions are small or do not reflect a consistent pattern.

	North-east	South-east	Middle	West
Determination of teacher salaries	30.9%	58.8%	34.0%	36.8%
Determination of fringe benefits	27.6	50.3	35.9	33.6

—NEA Research Division.

Are you a man or woman?

Take the Renault 10 quiz and see.

4 doors instead of 2 means:
☐ **A.** I can get in the back without making a spectacle of myself.
☐ **B.** It's easier on the car pool.

3 glove compartments mean:
☐ **A.** There's more room to store things.
☐ **B.** There's more room to store junk.

4-wheel disc brakes mean:
☐ **A.** I can stop the car.
☐ **B.** The car stops on a dime.

Engine over drive wheels mean:
☐ **A.** What are drive wheels?
☐ **B.** They get a better grip on the road.

Synchromesh transmission means:
☐ **A.** It won't always make that horrible sound when I shift.
☐ **B.** I can brake by down-shifting.

Independent suspension means:
☐ **A.** Well, I admire independence.
☐ **B.** The car behaves on bumpy roads.

Replaceable cylinder sleeves mean:
☐ **A.** I don't really know.
☐ **B.** Me, either.

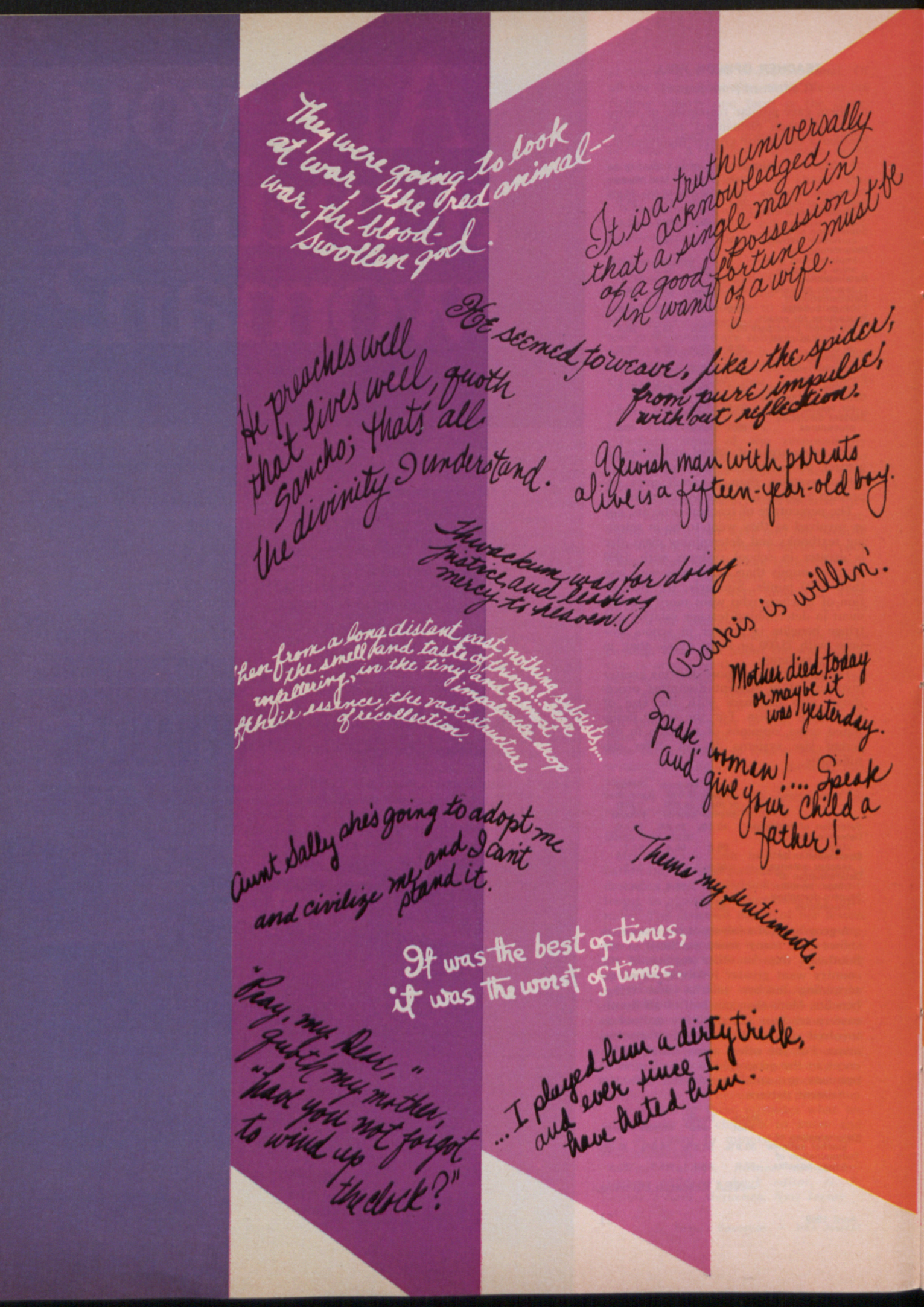
12 months/unlimited mileage warranty means:
☐ **A.** I wish Renault made dish washers.
☐ **B.** They're pretty sure of themselves.

35 miles per gallon means:
☐ **A.** I'll never finish my free glass set.
☐ **B.** Gas stations won't get rich on me.

RENAULT

FOR INFORMATION SEE NEAREST DEALER
OR WRITE RENAULT INC., 100 SYLVAN AVENUE
ENGLEWOOD CLIFFS, NEW JERSEY 07632

ANSWERS:
If you checked the A's you're probably a woman.
If you checked the B's you're probably a man.
If you checked A's and B's, your guess is as good as ours.



They were going to look at war, the red animal—war, the blood-swollen god.

It is a truth universally acknowledged that a single man in possession of a good fortune must be in want of a wife.

He seemed to weave, like the spider, from pure impulse, without reflection.

He preaches well that lives well, quoth Sancho; that's all the divinity I understand.

A Jewish man with parents alive is a fifteen-year-old boy.

Thwackum was for doing justice, and leaving mercy to heaven.

Barkis is willin'.

Mother died today or maybe it was yesterday.

Then from a long distant past nothing subsists,... the smell and taste of things... bear unfaltering, in the tiny and almost impalpable drop of their essence, the vast structure of recollection.

Speak, woman!... Speak and give your child a father!

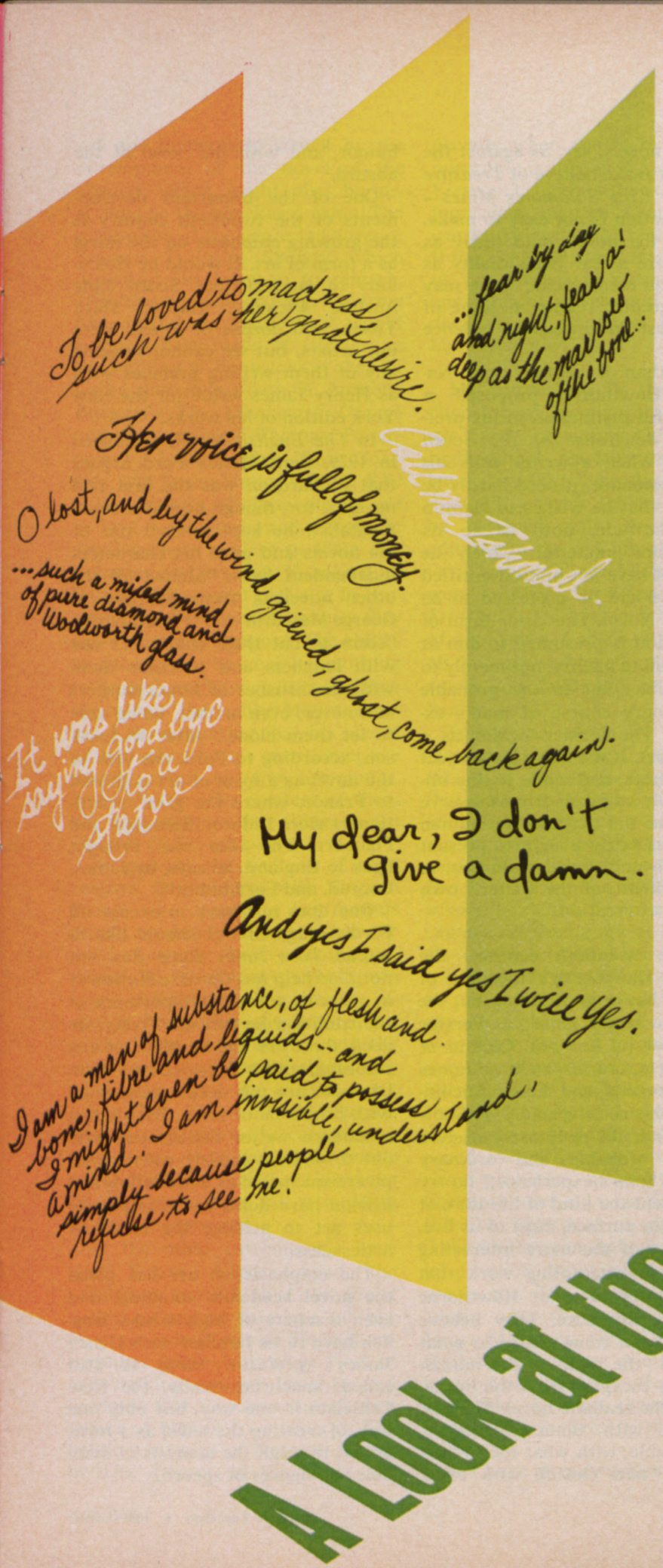
Aunt Sally she's going to adopt me and civilize me and I can't stand it.

Them's my sentiments.

It was the best of times, it was the worst of times.

"Pray, my Dear," quoth my mother, "have you not forgot to wind up the clock?"

...I played him a dirty trick, and ever since I have hated him.


To be loved to madness such was her great desire.
...fear by day and night, fear as deep as the marrow of the bone...
Her price is full of money.
Call me Ishmael.
O lost, and by the wind grieved, ghost, come back again.
...such a mixed mind of pure diamond and Woolworth glass.
It was like saying good bye to a statue.
My dear, I don't give a damn.
And yes I said yes I will Yes.
I am a man of substance, of flesh and bone, fibre and liquids--and might even be paid to possess a mind. I am invisible, understand, simply because people refuse to see me.

A LOOK at the NOVEL

GRANVILLE HICKS, *literary critic; contributing editor,* Saturday Review.

• **E. M. Forster's** *Aspects of the Novel* continues to be the best book on the subject—the most amusing, the least dogmatic, the least likely to lead the reader astray. Forster's good sense is manifest in his definition of the novel, which he borrowed from M. Abel Chevalley: "a fiction in prose of a certain extent." If one accepts this definition (and, as Forster demonstrates, it is difficult to find any other that fits all the facts) the novel has been in existence for a long time and seems likely to go on existing for at least as long as Western civilization.

Although one can find novels, by Forster's definition, in much earlier periods, the novel began to flourish in the middle of the eighteenth century, with Defoe, Richardson, and Fielding; and its popular success is commonly attributed to emergence of a large, literate middle class.

Entertainment and edification were the stock-in-trade of the early novel. Edification might dwindle to the vanishing point, as in *Tom Jones* and in hundreds of thousands of later novels, but entertainment there had to be, even though it might be almost submerged, as in the novels that were circulated by Sunday school libraries in the nineteenth century.

Edification in its grosser manifestations, as in the explicit morals appended to the Sunday school tales, has long been a joke, but edification can take many forms. Sir Walter Scott, a great romancer, a master storyteller, and a popular

entertainer in more leisurely days, taught a code of behavior to a generation of Englishmen and Americans. Dickens was not afraid to be didactic when he saw a chance to help a cause he believed in. In a time of confusion of values, such as the present, many members of an other-directed generation get their signals, as David Riesman would say, from fiction: They read about the behavior of others so as to find out how they should conduct themselves. Interest in sexual behavior is particularly strong, and hence such novels as Updike's *Couples* and Roth's *Portnoy's Complaint* may be regarded as edifying.

Entertainment also takes many forms, and what is one man's entertainment can be another man's death of boredom. Essential to entertainment in the novel is, as Forster hesitantly and almost regretfully says, the story: "Yes—oh dear yes—the novel tells a story." We are led to go on reading because we have at least a mild curiosity about what happens next. Every once in a while I get an angry letter because I revealed the ending of a novel I was reviewing: "I shall never want to read that book because I know how it comes out." That seems to me rather primitive. We have all of us known for a long time how *Hamlet* comes out, but some of us will go to see it at every opportunity.

The great power that the Greek tragedies had over their audiences seems to have derived in part from the fact that everyone knew the legends on which they were based. But a story is a story, no matter how familiar, and a great artist can make us feel its tensions again and again.

Traditionally, novels have been classified as either realistic or romantic: The former, roughly speaking, show life as it is; the latter, as one might like it to be. Except at extremes—the solid factuality of Howells' novels, say, as against the exuberant make-believe of *Treasure Island* or *King Solomon's Mines*—the distinction is not easy to make. Many of the novels sold today as realistic are as far from reality as a television commercial; there may well be greater reality in some of the wildest inventions of science fiction.

More than a century ago Nathaniel Hawthorne proposed a more useful distinction in his preface to *The House of the Seven Gables:* "When a writer calls his work a Romance, it need hardly be observed that he wishes to claim a certain latitude, both as to its fashion and material, which he would not have felt himself entitled to assume had he professed to be writing a Novel. The latter form of composition is presumed to aim at a very minute fidelity, not merely to the possible, but to the probable and ordinary course of man's experience. The former—while, as a work of art, it must rigidly subject itself to laws, and while it sins unpardonably so far as it may swerve aside from the truth of the human heart—has fairly a right to present that truth under circumstances, to a great extent, of the writer's own choosing or creation."

In the twentieth century, the novel in Hawthorne's meaning of the word has been declining, but the novel in a larger sense (as Forster thought of it) has not. Certain of our contemporaries, such as James Gould Cozzens and Louis Auchincloss in this country and C. P. Snow in England, do devote themselves to "the probable and ordinary course of man's experience," do try to represent the kind of life that, at least on the surface, most of us live. But many of the more interesting writers are attempting work that comes closer to what Hawthorne meant by Romance. They believe that they can come closer to what he called "the truth of the human heart" by escaping from the limitations of the realistic novel. They experiment with fantasy, allegory, legend, fable, with what the French call the "new" novel, with black humor, and with the novel of the absurd.

One of the important developments of the twentieth century is the growing emphasis on the novel as a form of art. It would be ridiculous to suggest that Scott, Jane Austen, Dickens, Hardy, Mark Twain, and dozens of others were not artists, but we cannot imagine any of them writing prefaces such as Henry James wrote for the New York edition of his works.

In *The English Novel,* published in 1929, Ford Madox Ford argues that Richardson was the first real novelist, for, though he was a sentimentalist, he kept himself out of his novels and gave his characters independent lives. "Almost all the other novelists from Fielding to George Meredith . . . ," Ford wrote, "seem to cut their characters out with hatchets and to color them with the brushes of house-painters and never, even at that, being able to let them alone." After Richardson, according to Ford, the idea of the novel as a form of art migrated to France, where the great practitioners were Diderot, Stendhal, and Flaubert. The idea was brought back to England, he says, by James, Conrad, and Ford himself.

One does not have to accept all Ford's judgments (I should like to reread *Tom Jones* some day but not, God help me, *Clarissa Harlowe*) in order to grant the importance of the tradition he praises. Today, indeed, there are few novelists of any standing, either American or British, who are not deeply concerned with problems of form. Even when a modern writer deliberately sets out to write a loosely constructed picaresque novel as both Bellow and Ellison have done, for example, he uses art to achieve the effect of artlessness.

The emphasis on art has given the novel academic standing, and even teachers of high school English have to be familiar with Henry James's prefaces. What is still called, anachronistically, the New Criticism is one way, but only one way, of treating the novel as a form of art, through the analysis of symbols and figures of speech.

I am particularly struck by the development of the novel of the absurd, which might also be described as the novel as a game. The progenitor of the genre is Laurence Sterne's *Tristram Shandy,* which provoked Dr. Johnson to remark, "Nothing odd will do long; *Tristram Shandy* did not last." What would Johnson have made of *Ulysses,* to say nothing of *Finnegans Wake?* Of *Lolita* and *Pale Fire?* Of Anthony Burgess's *The Clockwork Orange* and *Enderby?* Of Thomas Pynchon's *V,* John Barth's *Giles Goat-Boy,* and Susan Sontag's *Death Kit?*

The writers of these novels are in love with words and delight in sending their readers to their dictionaries and beyond. Nabokov, he tells us, takes great pleasure in constructing chess puzzles because they serve no useful purpose. The ability to solve them, he says, has nothing to do with proficiency in chess; they are simply there, like Mount Everest. I am not saying that his novels or the other novels mentioned are merely games, but they are games. Even *Ulysses,* the greatest of them all, was, among other things, a *jeu d'esprit* on Joyce's part.

In general the writers of nonrealistic fiction agree with Virginia Woolf, who argued in her famous attack on Arnold Bennett that the mass of exactly observed detail presented by the realist serves to obscure character rather than to reveal it. Poets, they say, go straight to the heart of the matter, and the writer of prose fiction should try to do the same. In a little book called *The Novel of the Future,* Anaïs Nin presents the case for the kind of novel she writes, the poetic novel. I am not sure that this is *the* novel of the future, but it is doing well in the present.

At the other extreme, we have what Truman Capote called "the nonfiction novel." *In Cold Blood* seems to me no novel at all but very good journalism. Since it exemplifies journalism as a kind of art, making use of insights and methods that Capote acquired as a writer of fiction, I welcome it. The brilliant success of Norman Mailer in *The Armies of the Night,* especially when contrasted with his miserable failure in *Why Are We in Vietnam?* suggests that this sort of journalism may go a long way toward supplanting the realistic novel. If it completely supplants the realistic novel this will mean only that one kind of novel—and in recent decades, not the most interesting kind—has died.

My impression is that, in the choosing of novels for classroom use and recommended reading, high school teachers of English have acquired considerable freedom. Fifty years ago novels could be assigned only if they were edifying in the old moralistic fashion. The novels I read in high school were *Ivanhoe, The Vicar of Wakefield, Silas Marner,* and *The House of the Seven Gables*—all fine novels but not very well calculated to catch and hold the attention of teen-agers.

Today the range of choice is large, and of course I am glad that this is so. But it does seem to me that some teachers have gone hogwild. I recently saw a list of reading for high school juniors that included *Moby Dick, Ulysses,* and *The Brothers Karamazov.* Few high school students, I am afraid, are capable of getting out of those novels one-tenth of what is in them.

It is an old custom to select novels that, whatever their failure to appeal to young people and whatever their lack of literary merit, may be supposed to convey useful information of one kind or another. In the past historical novels served this purpose. Now students are supposed to learn from novels about racial problems, the rise of the labor movement, slum conditions, and the like. This does no great harm if the teacher can make it clear that information is not what one reads novels for. The country is full of adults who think the novels of James Michener, Leon Uris, Irving Wallace, and dozens of others must be good because they offer painless education. I hope there will be fewer such readers in the coming generation.

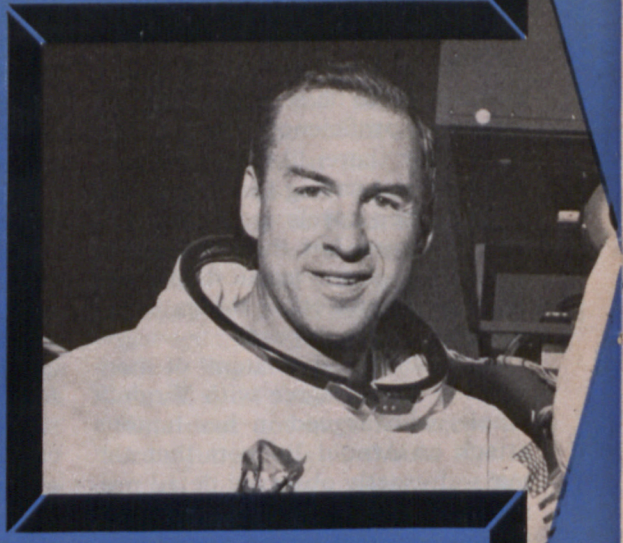
As I have already indicated, there is another method of teaching that is useful in moderation but deadly in excess. I remember my mother's telling me that in high school she had been required to memorize all the classical references in "Il Penseroso" and "L'Allegro," and had never been able to read anything of Milton's since. The analysis of figures of speech in contemporary poetry and prose can have the same deadening effect. It is valuable for students to learn to read closely and thoughtfully, and a good teacher can work wonders with good students, but presenting poems as puzzles may destroy the love of poetry.

The virtual end of censorship in this country has created another problem, one that I do not want to minimize. There are no longer any forbidden words, at least so far as the United States mails is concerned, and descriptions of sexual activity can be perfectly explicit. On the whole I believe that this is a good thing: Serious writers make good use of their freedom and the sensationalists discover that the shock value is wearing off. But in the classroom there are difficulties, though perhaps not so great as most parents and some teachers assume.

Watching Zeffirelli's *Romeo and Juliet* in company with a thousand or so high school boys and girls, I was astonished and delighted by the almost complete absence of jeers, catcalls, and prurient giggles. I am sure that most kids are ready for more in the way of frankness than most adults think, but of course teachers have to use some common sense—if only for the protection of the parents.

Even in the bad old days in which I grew up, when not much could be read in a high school class that wasn't approved by the worst old fogies in the community, some teachers did manage to help some students read for enjoyment through understanding. Today's teachers have a better chance, and it seems to me that the novel, in all its variety, will continue to be one of their principal instruments. •

Astronaut James A. Lovell, Jr., urges teachers to



EXERCISE FOR PHYSICAL FITNESS

• **An eminent physiologist claims most Americans** would be happy with their physical condition if they had slim waistlines and good suntans. He probably is right, but I fear even these modest goals exceed our ambition. My observations at beaches indicate that most of us are quite willing to settle for suntans.

A group of average American adults in bathing suits is not an inspiring sight. Ten to twenty pounds overweight and with surplus sliding toward their middles, they cut sorry figures. Climbing stairs winds them—shoveling snow may kill them.

Medical authorities tell us the physical fitness of modern Americans begins to decline at an early age. By 30 many display symptoms usually associated with middle age—obesity, shortness of breath, and flagging stamina. By 40 some are dead of heart attacks.

Paul Dudley White, the famed heart specialist, says the good habits that help maintain physical fitness in youth are often abandoned for physical indolence as early as the first or second year after college.

Teachers have fewer excuses than most Americans for not being physically fit.

Did I hear a protest? I am aware of your problems: papers to grade and lesson plans to prepare at night, countless conferences and meetings to attend. But remember, others have problems, too. For the industrial or clerical worker, lack of access to sports and exercise facilities—gymnasiums, pools, playing fields, tracks, tennis courts, and so forth—may be a deterrent to regular workouts. Some schools have all of these facilities, and teachers should be able to arrange for their use. You also possess another advantage: regular association with physical education specialists or coaches, who can counsel you on the proper kinds and amounts of exercise.

But elaborate facilities and expert coaching are not essential to a successful personal fitness program. All you really need is your physician's go-ahead, approximately three hours a week, and dedication.

If you are a newcomer to serious exercise, a firm schedule or a definite commitment of time is vital. If you simply plan to fit your workout in "whenever I have the time," you will find yourself putting it off more and more until you finally stop completely.

Studies show early morning is the best time for most people to exercise. Those who work out at night are more likely to run afoul of social and professional obligations, and there are some who occasionally eat too heavily at lunch and don't feel up to exercising.

You probably could adapt my exercise schedule to your personal situation. I arrive at Houston's Manned Spacecraft Center about an hour before I am due at work, change clothes, warm up a few minutes in the gym, run a couple of miles outside, and shower.

(If you think performing before your pupils would embarrass you, you may want to work out at home. Any bedroom or basement will serve for calisthenics, and parks, golf courses, and quiet streets are excellent places to run or jog.)

Whenever I can—usually two or three times a week—I play a couple of games of handball during my lunch hour. You probably would find it more convenient to play tennis, badminton, or volleyball at the end of the school day.

Approximately 90 days before each of my space voyages, I step up my fitness program by increasing the amount of running I do and by working out more strenuously in the gym. Similar speedups a month in advance will help you get more enjoyment out of winter ski vacations and summer sports.

Once you decide on the best time of day to exercise, the next step is to determine how often you will work out. For someone just starting out, I would advise five moderately paced workouts per week. Anything less will produce relatively slow improvements in your condition. Once you have attained a satisfactory level of fitness—and that will take months—at least three vigorous workouts a week are necessary to maintain it. I recommend four. They need not be strenuous, just continuous.

Don't be taken in by false claims that promise fitness in "only 60 seconds a day." These programs may strengthen a few of the showcase muscles, but they are virtually worthless for reducing or controlling weight or for improving vital capacity.

The major goals of a good adult fitness program are reduced weight, stronger and slower heart action, increased breathing capacity, and improved stamina. To achieve them requires regular bouts of exercise.

The exercises you choose to do will be determined partly by personal preference, facilities, climate, and other factors, but I strongly recommend that every workout be shaped along these general lines:

Warmup—Approximately five minutes of twisting, turning, stretching, bending, jogging lightly, and so on. These activities will make the muscles loose and supple and stimulate the action of the heart and lungs slightly, preparing the body for greater exertion.

Conditioning Exercises—Eight to ten minutes of situps, pushups, pullups, and other exercises that work on the major muscle groups. These exercises will improve strength and muscle tone.

Endurance Activities—Enough jogging, running, cycling, swimming, rowing, or other activities that accelerate the action of the heart and the lungs to push your total time past 30 minutes. These are the exercises most vital to your health.

A word of caution: Don't try to correct years of neglect overnight. After consulting with your physician, begin slowly and proceed sensibly. You should never stop exercising before you're tired, but you should always stop before you're exhausted. Try to pace yourself so you can work continuously for 30 minutes without exceeding your exercise tolerance.

The prize is worth the effort. An extra measure of fitness is like a backup system in a spacecraft. Your mission and even your life may depend on it. •

U.S. Navy Captain Lovell's Christmas journey to the moon and back added 147 more hours of spaceflight to his total, which is now 571—just five hours short of 24 days in space. Captain Lovell is consultant to the President for physical fitness and sports.

For more detailed exercise instructions, Captain Lovell suggests you purchase one of the many excellent fitness guides available today. One such—*Adult Physical Fitness*, prepared by the President's Council on Physical Fitness and Sports—is on sale for 35¢ by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

DORIS M. TIMPANO, *educational communications consultant, Richard S. Grossley Intermediate School, Jamaica, New York.*

• **As a teacher, you have frequently copied educational** materials for use in your classroom to enrich your teaching. As an administrator, you have frequently sanctioned, authorized, and even encouraged the use of modern copying devices by your staff to enhance educational practices. Have you ever wondered about the legality of your actions? Have you ever stopped to consider where the line is drawn between a legal and an illegal copying act on your part in your school for the benefit of your students and faculty?

The educational situations printed here are realistic ones of the type I face daily as an educational communications media consultant in an intermediate school in New York City. All ten of them involve practices that would be considered infringements if the bill (S.543) introduced in the Senate in January is passed into law by the 91st Congress. S.543 combines into one piece of legislation the old copyright revision bill, which expired when the 90th Congress adjourned last fall, and the bill to create a National Commission on New Technological Uses of Copyrighted Works.

Whether these same practices would be considered legal under present copyright law is a point of considerable debate. According to the Register of Copyrights, "The line between fair use and infringment in present law is unclear and not easily defined. The scope and limits are most obscure, so that the issue of fair use has been called 'the most troublesome in the whole law of copyrighting.'" The Register further advises that the safest course to follow, if there is any doubt or question, is to consult an attorney. The problem is that the attorneys are not in agreement either! Under present law, there is no rule of thumb that can be followed by which a teacher can know how much of a copyrighted work may safely be used (as fair use); each instance must be decided by the courts on its own specific merits.

1. *An audiovisual supervisor sees a good picture in a magazine that is copyrighted. He makes a transparency of this picture and gives it to a teacher, encouraging him to use it, as well as other materials, in his teaching.*

If the teacher does this on his own, it would be legal; however, if the AV supervisor does it for the teacher, it is *not* legal.

2. *A teacher prepares a transparency of a chart from a copyrighted book, on his own volition. At the end of his lesson, he files this transparency chart among his own lesson plans for future reference and use—next week, next month, or next year.*

This type of activity might become an infringement and illegal because, ". . . the use could turn into an infringement if the copies were accumulated over a period of time with other parts of the same work . . ." or because the ". . . copying displaces what realistically might have been a sale, no matter how minor the amount of money involved. . . ." *

3. *A teacher prepares a series of pictures copied from several copyrighted texts. After using this mate-*

* This direct quote and those that follow are from House Report No. 83, 90th Congress, First Session, on H.R. 2512, *Copyright Law Revision,* March 8, 1967.

rial in his classes, he files it away for future reference and use.

The House Report to the 90th Congress states that copying "could turn into an infringement if the copies . . . were collected with other material from various works so as to constitute an anthology."

4. *A science teacher prepares multiple copies of a heart diagram obtained from a copyrighted source. He distributes copies of this diagram to each student during his lesson about the heart and asks his students to retain this diagram in their notebooks and study it for future reference.*

This may be illegal! According to the doctrine of fair use, multiple copies should be limited to the size of a class, and a court may decide fair use requires that all such copies be recalled or destroyed after temporary use.

5. *A high school English chairman sees an illustration in a copyrighted book that effectively points out an important concept in poetry. He decides to cut out this picture and asks his audiovisual director for assistance in making 500 copies for distribution to all English classes.*

Illegal! Assuming that the illustration was not separately copyrighted, not only should multiple copies be limited to the size of a class, *but* circulation should also be limited to the single classroom.

6. *A drama teacher is putting on a copyrighted play. He has one copy of this 12-page play and requests that the audiovisual consultant prepare 10 copies to enable each player to have a copy of the script.*

Highly illegal! According to the doctrine of fair use, "Where the unauthorized copying displaces what realistically might have been a sale, no matter how minor the amount of money involved, the interests of the copyright owner need protection."

7. *A school system, equipped with closed-circuit television facilities, transmits a film that it owns into an individual classroom via closed-circuit television, upon the request of the classroom teacher.*

This action would be illegal since face-to-face teaching activities have been interpreted by the House Report to ". . . exclude broadcasting or other transmissions into a classroom whether radio or television and whether open or closed circuit." The contract under which the film was purchased by the school district prescribes the use that can be made of the film within the school program, and in most cases, the contract would forbid such use.

8. *A student wishes to see or hear a video or audio tape, film, filmstrip, slide, or transparency for purposes of independent study in a library carrel. In doing so, he individually retrieves the information electronically from a central source (e.g., video bank in the school's learning resources center).*

You guessed it; illegal! If the student (and not the teacher) activates the retrieval, such use becomes copyright infringement.

9. *A science teacher on closed-circuit television is demonstrating a frog dissection. He uses a freshly killed frog and a commercial plastic model of the internal organs of the frog.*

The showing of the commercial model of the frog that is copyrighted is illegal. At this writing, the dead frog does not have a copyright and can be exhibited both live and via closed-circuit educational television!

10. *A teacher wishes every member of his class to perform an exercise which is contained in a workbook for which he has the only copy. He duplicates the workbook exercise for the 30 pupils in his class.*

Under the new law, this practice would be considered illegal because the workbook is a consumable work—that is, once it is used, it cannot be reused. Answer sheets to standardized examinations are also considered consumable works and cannot be duplicated.

Are you beginning to be concerned about the legality of your own educational practices? Are you guilty of any of these infractions of the proposed copyright law? If so, you can take heart in the fact that the new legislation includes discretion to a court to waive statutory damages for classroom teachers who innocently infringe. However, some may argue that if you have read to this point, you can hardly classify yourself as "innocent" under the proposed law.

Now that you have seen examples of illegal educational practices as interpreted under pending legislation, you would probably like to know just what activities would be considered legal. Here, then, are eight activities that are so considered:

1. Making copies of extracts or portions of a copyrighted work, picture, or chart, that are not self-contained and that are "not substantial in relation to the

NEA Resolution 68-14:
Copyright Law Revisions

Maximum access to teaching materials is of vital concern to every teacher. The National Education Association recognizes that the present copyright law provides for two parallel sets of rights, the rights of those who create such materials to profit from their efforts through copyright and the rights of education to use certain copyrighted materials in teaching. A revision of the existing law is now being considered. The National Education Association insists that the public interest requires that the copyright law provide special recognition for education which guarantees a legal right for teachers and educational institutions to make use of copyrighted materials, recognizing a limited right to copy and record such materials for nonprofit educational purposes, including educational broadcasting.—Passed by the NEA Representative Assembly, 1968.

larger self-contained work" from which they are taken *if* you (a) limit the number of copies to one-class size, (b) do not circulate them beyond the classroom, and (c) remove the same copies from circulation immediately after temporary use

2. Making a *single* transparency of a copyrighted picture, chart, and the like, from a collective work (for example, an encyclopedia volume or a whole periodical issue) *if* you do not retain this transparency on a permanent basis

3. Having pupils use copies of an extract as an exercise in shorthand or typing or for foreign language study

4. Making and using recordings of performances by music students for purposes of analysis and criticism

5. Making without permission one or more copies of a newspaper article for class distribution and study

6. Making *one* copy of a single poem, story, or article in a collective work *but* not of the entire collective work (for example, an encyclopedia volume, a whole periodical issue)

7. Making multiple copies of a very short self-contained work, such as a four-line poem, a map in a newspaper, or a half-page vocabulary builder from a monthly magazine, unless it is a complete poem or map which is separately copyrighted

8. Making a recording (audio or video) of a radio or TV program for later use in the classroom.

Under the proposed legislation, not much else would be legal.

It was really quite simple to devise the ten situations described earlier. All I did was review and examine my daily activities as an audiovisual consultant in my own school. I plead guilty to aiding and abetting every one of the aforementioned incidents during the past school year! To compound my guilt, I have not only practiced these infringements *but* I have constantly encouraged others to engage in these potentially illegal educational activities. Indeed, by publishing articles and making convention presentations, I have spread the word on how to utilize copy techniques—without also spreading the word of the copyright hazards to be encountered.

What can and should be done?

The Ad Hoc Committee (of educational organizations) on Copyright Law Revision, of which NEA is a member, recommends that any new copyright law should be written so as to:

1. *Guarantee fair use of copyrighted materials by teachers.*

Retain Section 107 of S. 543, delete the House Committee Report's limitations, and delete Section 201(b)(2) of Title II.

2. *Assure accessibility of materials to teachers.*

Retain the present law's duration provision.

3. *Remove restrictions on educational technology.*

Delete Section 110(2)(B) and (D) of S. 543.

4. *Remove restrictions on instructional television.*

Delete Section 112(b) of S. 543 and substitute Section 112(b) from last year's H.R. 2512.

5. *Relieve innocent teachers from copyright infringement damages.*

Retain Section 504(c)(2) of S. 543 and amend it to cover librarians and ITV teachers.

Although I joke about pleading guilty, I realize, as do all educators, that copyrights must have reasonable protection; that established laws and statutes of our land must be enforced; that ignorance of the law by administrators and even classroom teachers is really no excuse for illegal practices.

At this very moment, you are in a position to influence copyright legislation. Your voices can be heard by Congress before final action is taken. You can play important roles in expressing yourselves and the educational community. You can help shape the future of copyright legislation for a long time to come.

Before you contact influential members of your community, however, you should acquaint yourselves with information and facts about current and pending copyright legislation. This article was written to arouse your interest in legal activities that will be of direct concern to you as teachers directly concerned with the improvement of education in your schools. •

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LINE OF LINGO

Research News Notes and the *New York Post*, from a "rather definitive glossary of executive terms," present these phrases that are highly applicable to the academic world.

Orientation: Move around until we find something for you to do.

Unparalleled demand: Six orders in the mail.

Note and initial: Let's spread the responsibility for this.

For your consideration: You hold the bag for awhile.

For your comment: I haven't the faintest idea myself.

Coordinator: An executive with a desk between two expediters.

Implement a program: Hire more people and expand the office.

DECODING OR MEANING

It's more than a matter of method.

OPINIONS DIFFER

LYMAN C. HUNT, JR., *director, Reading Center, University of Vermont, Burlington, and member, Executive Committee, Elementary/Kindergarten/Nursery Education, an NEA department.*

• **Jeanne Chall, in her article, "Beginning Reading:** Where Do We Go From Here?" [TODAY'S EDUCATION, February 1969], refers to her book, *Learning To Read: The Great Debate.* The article itself provides guidelines for implementing the book's conclusions and recommendations regarding needed changes to improve beginning reading instruction.

To understand my response to Dr. Chall's article, one must know her book, for much commentary given here refers to major positions that she develops at great length in the book but which, because of space limitations, she merely touches on or presents as accepted fact in the article.

Chall's book is fascinating; but, unfortunately (in my opinion), it deals with the wrong problem. (It may be more generous to say that I believe the problem is misstated.) Perhaps she has exercised a scholar's prerogative in limiting her research; by doing so, however, she has expended enormous effort on but a minor segment—method—of what actually constitutes beginning reading instruction. Further, I hold that gross distortion results from overconcentration on method, from extracting it from the other elements of reading instruction.

A change of method in beginning reading instruction seems of paramount importance to Dr. Chall. After devoting several paragraphs in her article to the many ramifications of this recommendation for various strata of the profession, she writes of other considerations. She refers to content and vocabulary loading of reading materials; she touches on the need for better tests and research.

It is highly disturbing, then, to find that she devotes so little attention to the role of the teacher in producing readers. I am convinced that his role and the way he plays it—not the method he uses—are the keys to success and should receive first consideration.

In reviewing Chall's book last year (in "Learning To Read: The Great Debate," *EKNE Research Review),* I took issue with her on this very matter, which is our most important difference. Our other differences pertain to such components of instruction as pacing, method, interpreting research, and so on.

And we disagree on priorities, as well—an important disagreement. She makes pacing subordinate to method; whereas I believe that pacing is of far greater consequence in teaching reading than is method.

Chall subsumes many components of both pacing and method under the generalized terms of "code emphasis" and "meaning emphasis." Her central argument holds that a major shift to code emphasis as we begin reading instruction will somewhat improve reading performance. Intensifying code emphasis may initially yield some advantage in word recognition, but it does not follow that improved comprehension will be an automatic and ultimate result.

Dr. Hunt has taught third and fourth grades.

While Chall wants more code emphasis in beginning reading and less meaning emphasis, I believe that in actuality we are now and have been in the past more successful in teaching decoding (taking words apart) than in producing readers who make thoughtful critical responses to ideas in print. That we need more, not less, meaning emphasis is an honest position.

Chall merely suggests how this power of word recognition should be used to improve contextual reading. It seems to me she never asks or answers the question of how those who advocate the quick entry into print (code emphasis) propose to produce readers who can think in and with print. [See "How To Wash an Elephant," by Sam Leaton Sebesta, the *Instructor*, December 1968.] One must search quite thoroughly to find any inkling as to how this basic issue is to be resolved. And if the issue isn't resolved, there is little advantage to the quicker approach to beginning reading. After all, the mature reader must become proficient in exploring ideas in many books and must learn to read continuously over long stretches of print.

Any serious effort to improve reading instruction must focus on the teacher. We must expend more of our energy on increasing teacher competence and ability to create an effective climate for learning than on altering this or that particular method. Though method is an integral part of the total situation, mere manipulation of method itself cannot build an effective environment; nor can it create a positive climate for learning to read. Yet it is always easy to delude oneself that the fractional part called *method* is the whole.

Chall never—at least to the satisfaction of many who are concerned with the problem—confronts these major issues: the structure of the classroom program; the complexity of interactions between teacher and children relative to beginning reading instruction; the independent use of books.

Maximum teaching effectiveness is achieved by delicately balancing many ingredients of which the two most important are support and challenge. Only the teacher can provide the proper balance of support and challenge to ensure maximum learning by each child. When learning tasks are already known or the pace of learning is too slow, it is easy for the teacher to provide support. But he does so at the expense of presenting challenging tasks. The tedious pace of the basal textbook is a good example.

Constant review of words already known, endless teacher questions, scrupulous attention to detail, and insistence that every word be said correctly make learning to read a boring, slow-motion affair. Many beginning readers, consequently, are unchallenged and turn their energies elsewhere.

The apparent initial advantages attributed to the assorted methodologies termed *code emphasis* are more accurately ascribed to functions of pacing. Actually, teachers who begin with code emphasis spend more time, start earlier, concentrate more intensely on specifics, and often attach code emphasis (barnacle fashion) to the already existing meaning emphasis of the basal reader program. Obviously, when both emphases are used in beginning reading (as so frequently occurs), results will at first look better than they will when only meaning emphasis (the basal approach) is used. Two against one always have the advantage.

By design, the basal textbook program has a slow, deliberate, gradual pace. The teacher's guide contains such endless elaborations of the intricacies surrounding each step that the teacher proceeds with reading instruction at a laborious rate. Vocabulary accumulates gradually and skill develops with a meticulous tedium designed to ensure nearly perfect word recognition responses along the way.

It is important to realize that within the typical basal program, word recognition instruction is developed over the three primary grades. With code-emphasis methods, this three-year period is drastically condensed to three months or so. Decoding, which focuses on letter detail, is intense and separate from other reading instruction, whereas the meaning-emphasis approach integrates concern with letter detail into the total instruction.

These, then, in my opinion, are matters of pacing more than of method. Pacing (time of introduction and intensity of instruction) is not method and ought not to be so confused. Unfortunately it usually is. Dr. Chall's writings perpetuate this confusion.

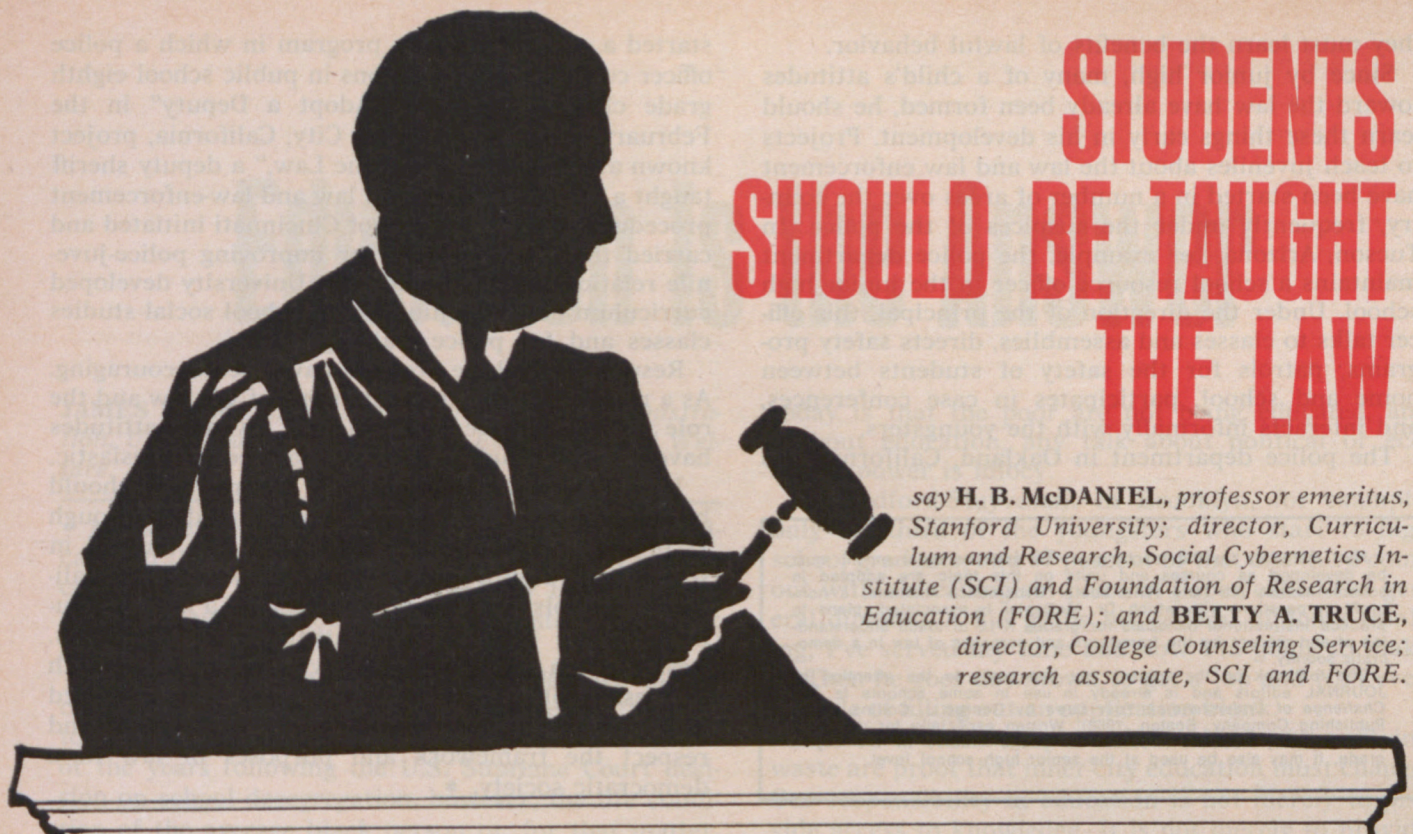
Theoretically there is no reason why the meaning-emphasis approach cannot move as rapidly in teaching word recognition (both letter detail parts and whole words) as does the code-emphasis approach. That it doesn't is a matter of convention. To call convention *method* is to overgeneralize. Chall does this. Admittedly, to change convention would require a lot of effort, but it is in the dimension of pacing—rather than of method—that change is urgently needed. Chall acknowledges that something should be done, but she offers no real alternative to the basal program, thus skirting the fundamental issue.

Basal programs need to move at a more rapid pace and with greater flexibility. Some serious proposals to accomplish this have been advanced that encompass the total reading program and markedly change behaviors of both teachers and students. One example is the Individualized Reading Program, a positive program that teaches children how to use books effectively and how to get ideas of value from them.

Because Dr. Chall attempts to focus the research aspects of her study on method alone, the dimension of methodology is inflated. Perspective is lost. A fast getaway in beginning reading does not guarantee a strong reader at the finish. She and others who promote code emphasis imply but seldom directly state that eventually the child must recognize whole words.

The fact of unity—both of form and of meaning—inherent within words is the key to the disagreement over method. Proponents of the code-emphasis approach never give what is to me a satisfactory explanation of how the child moves from learning to

(Continued on page 62)



STUDENTS SHOULD BE TAUGHT THE LAW

say **H. B. McDANIEL,** *professor emeritus, Stanford University; director, Curriculum and Research, Social Cybernetics Institute (SCI) and Foundation of Research in Education (FORE); and* **BETTY A. TRUCE,** *director, College Counseling Service; research associate, SCI and FORE.*

• **The judge sat in his office, still dressed in his** official robes. Court was over and it was time to leave for the day, but the judge sat thinking about the young man he had just sentenced to prison. A long record of minor juvenile arrests had finally culminated in a serious robbery. The boy, only 19, had tried to look defiant as the judge passed sentence, but his fright and confusion were only too evident. He seemed stunned to find that he was going to have to suffer the consequences of his crime. Was it possible, the judge wondered, that no one had ever taught him that society exacts severe sanctions to protect the rights of citizens to be secure in their homes and their property? Did he know of the laws that guarantee him the right to an open trial and about the long and bitter struggles centuries ago that won the guarantee?

Prompted by this case and others, the judge, Roy Seagraves of San Mateo County, California, made a study of the social studies material in use in the elementary and secondary schools in California. He found that the teaching of law and law enforcement has been usually left to the ingenuity of teachers, to TV, and to chance, despite its importance to young and old alike. (Perhaps because available materials have been too generalized, too specific, or too technical for school children to use, most current social studies courses concentrate on historical and descriptive views of government rather than on the laws governing the kinds of behavior that bring children into the juvenile courts.)

At this point, Judge Seagraves asked us at Stanford University to explore the possibilities of preventing crime through teaching in the public schools about law and law-enforcement systems. Following is a summary of our findings.

Crime is a behavioral problem. It is behavior contrary to the rules of society. From a behavioral standpoint, it is very clear that if law is to serve a regulatory function, citizens must know the consequences of crime as well as the benefits of lawful behavior. Simple societies have simple rules, easy for a child to comprehend. In a complex society like ours, however, the legal system is involved and hard to understand. Many juveniles, for example, do not realize that a criminal record can bar them from voting, that it can keep them from qualifying for examination for licensing as a doctor, lawyer, dentist, veterinarian, architect, or engineer, and prevent them from holding many other positions.

Young people do not always know of their right to parental support and of parents' liability in damages for injury their children cause to persons or property. Yet if they do not learn these things before they get into trouble with the law, it may be too late.

If a child is going to be held responsible for unlawful behavior, then society has the responsibility to insure that he has been taught the laws he is expected to obey, the value of obeying, and the consequences of disobeying. Youngsters need to know the laws regarding the safety of persons, private property, marriage, and written and verbal contracts. They should be aware of the responsibilities of citizens to each other and to the nation. And they must learn the possible consequences of such unlawful behavior as party crashing, threatening someone, stealing, burning a draft card, and littering property. At the same time,

they must learn the benefits of lawful behavior.

Since by junior high, many of a child's attitudes toward the law have already been formed, he should learn these things early in his development. Projects to teach juveniles about the law and law enforcement have been started in a number of areas over the country, frequently under the auspices of the police. In Tucson, Arizona, for example, the police department maintains a school resource officer in the junior high school. Under the direction of the principal, this officer talks to classes and assemblies, directs safety programs, patrols for the safety of students between home and school, participates in case conferences, and interacts informally with the youngsters.

The police department in Oakland, California, has started a good citizenship program in which a police officer conducts three sessions in public school eighth grade classes. [See also "Adopt a Deputy" in the February issue.] In a Temple City, California, project known as "The Citizen and the Law," a deputy sheriff taught a nine-week course in law and law-enforcement procedures. The University of Cincinnati initiated and carried through a project for improving police-juvenile relations in Cincinnati. The University developed curriculum units for junior high school social studies classes and for police training.

Results in all these projects have been encouraging. As a result of better understanding of the law and the role of law-enforcement officers, juvenile attitudes have changed. Student response has been enthusiastic.

Ideally, however, law and law enforcement should be presented in a continuous, coordinated K through 12 program. A pilot study is planned for the fall in seventh and eighth grades of the Redwood City, California, schools to measure the effects of a law curriculum on the behavior and attitudes of teen-agers. Results from this experiment will be combined with the results of other projects to devise a coordinated K-12 program to help young people understand and respect the framework and purposes of law in a democratic society. •

New materials for the teaching of law and law enforcement must be developed as courses and units on this topic are adopted in schools across the land. The Social Cybernetics Institute, a nonprofit corporation, with which Dr. McDaniel is associated, plans to produce instructional materials for grades K-12 to teach understanding of and respect for the framework and purposes of law in a democratic society.

One textbook on the subject that has come to the attention of JOURNAL editors and is already in use in some schools is *The Challenge of Understanding Your Laws* by George J. Collins (Orien Publishing Company, Boston, 1968). Written especially for use as a supplementary book for courses in social studies in the eighth grade, it may also be used at the senior high school level.

Down with Grades

SIDNEY B. SIMON, *associate professor, Division of Curriculum and Instruction, College of Education, Temple University, Philadelphia.*

• **One of the ugliest words you hear** in school is that conglomerate "Whadjaget?" Every six weeks or so, whadjaget repeatedly bounces off the locker doors, up the corridors, and all around the cafeteria steam tables. For far too many students and teachers, whadjaget is what schooling is all about these days; for me, the grading system is the most destructive, demeaning, and pointless thing in education.

Why have we allowed this monster to grow? No shred of research evidence supports the present grading lottery, but we let it separate teachers and students into two armed camps. The teacher fires his arsenal of surprise quizzes, notebook checks, true-and-falses, multiple choices, and essay questions. On their side of the barbed wire, students resort to crib sheets, ponies, plagiarism, apple-polishing, conning, and out-and-out cheating. Such an atmosphere hardly fosters love of learning.

In all candor, the only justification for grades is that they allow certain administrative conveniences. They *do* permit assistant principals to decide who is on probation, who can take an honors section, and who will intone the valedictory. Unfortunately, they also tend to decide who ships out to Vietnam, who drops out, who stays on the football team.

Certainly, grades don't advance learning. The crafty student soon learns to play the game. (Look, she likes Shakespeare; so me, I quote *Hamlet* all semester.) He jumps the hurdles, sets his margins correctly, and puts in enough footnotes to make it look as if he had really done the research. In pursuit of grades—with his eye on the green stamps at the end of the check-out counter—the average student accepts dull teaching, boring assignments, busywork, needless prerequisites, and even thoroughly irrelevant books to read. Only wastrels and the ambitionless read unassigned novels or plays. Only the naïve sign up for courses about which they are curious but which might earn them low grades.

Something is basically immoral about reserving our highest institutional rewards for test-wiseness, memorization, and opportunism. At a time when the world is dying from selfishness, the students to whom we give all A's—most of them, anyway—are those concerned only with their own grubby self-advancement. What our students get out of a course boils down to a single, crude letter of the alphabet. Let's face up to what grades do to all of us, and banish from the land the cry, "Whadjaget?" •

"The Grading Game" in last month's JOURNAL was the inspiration for this article by Dr. Simon.

Education Is the Answer

JAMES FARMER, *Assistant Secretary for Administration, U.S. Department of Health, Education, and Welfare.*

• **No issue confronting the nation today is more critical** than the problem of improving the quality of education in our inner cities, particularly the quality of education we offer our ghetto youngsters, the poor and the deprived.

In the decade between 1954 and 1964, we in the civil rights movement won what appeared at the time to be many significant victories. Despite all the drama of the years following the U.S. Supreme Court decision on school desegregation, however, the life condition of the average black person or, for that matter, of the average poor person has not changed.

The original focus of our movement was to get rid of segregation. We succeeded in breaking down some barriers: The lot of blacks lucky enough to be in the middle classes has now improved, and the black college graduate has an infinitely easier time getting a good job now than he had a few years ago. But for every 10 of the educated blacks who walk through the front doors to new, untraditional jobs, more than 100 undereducated ones are running out the back. Segregation itself has actually been increasing as more whites have fled to the suburbs, leaving the inner cities blacker than ever.

Our efforts at desegregation have provided, at best, only a partial solution. Many of us realize now that we didn't focus on the real problem, but others do not.

"I am absolutely baffled," an old friend, a black man, said to me the other day. "A few years ago you so-called civil rights leaders told us that the most militant and progressive and meaningful thing we could do was to integrate the lily-white suburbs. My wife and I took the bull by the horns and bought a split-level house in Gorgeous Gardens. We mowed the lawn and we faced all the gaff—the burning crosses and the isolation— and now we have overcome. We are accepted by our neighbors. They invite us for cocktails and we have them over for tea. And so now our old friends call us Uncle Toms for living out there with all those white folks."

What put my friend into his predicament is that what we thought to be adequate answers to our problems several years ago have now proved to be obsolete and archaic. The real problem that confronts us today is that the poor are not being educated, and without education, any talk about political or economic power is idiocy.

At Bedford-Stuyvesant in Brooklyn, for example, only one-third of the youngsters who start to high school graduate, and 87 percent of that one-third come out with a meaningless piece of paper called the general diploma. A kid grabs his general diploma thinking, I've served my time and now I'm going to make it. Then he goes downtown to get a job and isn't even capable of filling out an application blank.

I believe that examples of this kind of horrifying waste are proof that inner-city education must change. Our responsibility in education is not merely to provide access to knowledge. It is not merely to provide the package of learning and put it before the youngsters. The real job is to see that they take the package and come out educated people. We are not doing the job. The methods, materials, and curriculums that are geared to educate middle-class white youngsters simply do not work with those who are neither white nor middle-class.

Teachers need to be specially trained to work in ghetto schools. Many teachers going into such schools today are lost. They recognize that Johnny is insolent, but not that he may be insolent because he had no breakfast. If Suzy falls asleep, they think it is because she is dull, never dreaming that her home is a one-room flat where she can't get enough rest. I think that it is essential for teachers to be familiar with the life style of their students and with their home conditions. I suggest that as part of a teacher's education he should have to spend an internship in the community where he is going to teach, learning ghetto ways and ghetto language.

Not only do ghetto schools need specially trained teachers, they need special curriculums; those planned for middle-class white youngsters lack relevance in the inner city. The children of the poor need to develop pride and dignity and self-esteem in the course of becoming educated.

As one means to this end, the schools need to introduce programs of ethnic studies. As another, I believe that textbooks should be revised to include discussion of the contributions minorities have made and that special courses should teach the histories of minorities. One tragedy of the minorities is that history courses have generally ignored their history. Black and whte students alike should have the chance to see black men as a proud and equal cultural entity, fitting in with other ethnic entities that go to make up the

Mr. Farmer discussed this topic at the NEA Summit Conference on Critical Issues, which was held January 1969 in Washington, D.C., prior to his HEW appointment as Assistant Secretary.

American pluralistic culture.

Finally, I believe that the schools have the responsibility to try to make up for some of the deficiencies in the community and the home. For instance, the schools should provide study space and study hours for children who have no place to do schoolwork at home. They should put in as many compensatory facilities as possible to make up for things that are missing at home.

Thanks to the antipoverty program, the poor, formerly silent and invisible, have gained voice and visibility. These people have reached the point where they consider the education of their children the most vital issue affecting them. They are determined to have their youngsters receive a better start in life and better training to cope with the problems of living in our society than they, the parents, have had. This determination is responsible for the most significant social thrust in this country at the present time—the demand that control of inner-city schools be in the hands of inner-city residents.

The demand is reasonable—suburban communities have this kind of control—and I urge the nation's educators to respect it and to help these people share constructively in educational decision making for their children.

In the past, school-related decisions have been made primarily by two parties—management, as represented by the boards of education, and employees, as represented by the teachers. Now a third party, consumers, as represented by community residents, is asking to participate in decision making. Since the consumers' prime interest is in the quality of the product, I believe that it is in the teacher organizations' own best interest to help community residents to organize and participate in decision making.

If proper guidelines are established to protect the rights of teachers as employees, I believe that community participation in decision making will speed the day when the relationship between school and community will not be a hostile, adversary one, but a happy, cooperative partnership in the exciting adventure of educating youngsters. •

Mobile Students

JAMES MAX SNYDER, *associate professor of education, George Mason College of the University of Virginia, Fairfax.*

•."**If you have problems with Billy, I hope you'll re**member that he has already attended six different schools."

As a teacher, how do you respond when a mother makes a remark like this as she brings her child to be enrolled in your class? If you agree with her that moving is necessarily a disruptive influence, you may be increasing her child's chances of having problems in school.

The problem of moving in relation to schooling has become a matter of considerable concern to Americans generally. Some families avoid economically desirable moves or separate the family so that children can remain in a particular school. Others, who have to move, do so fearing that they are doing irreparable harm to their children. Still others, however, appear to give little credence to the supposedly adverse effect on their children of frequent moves.

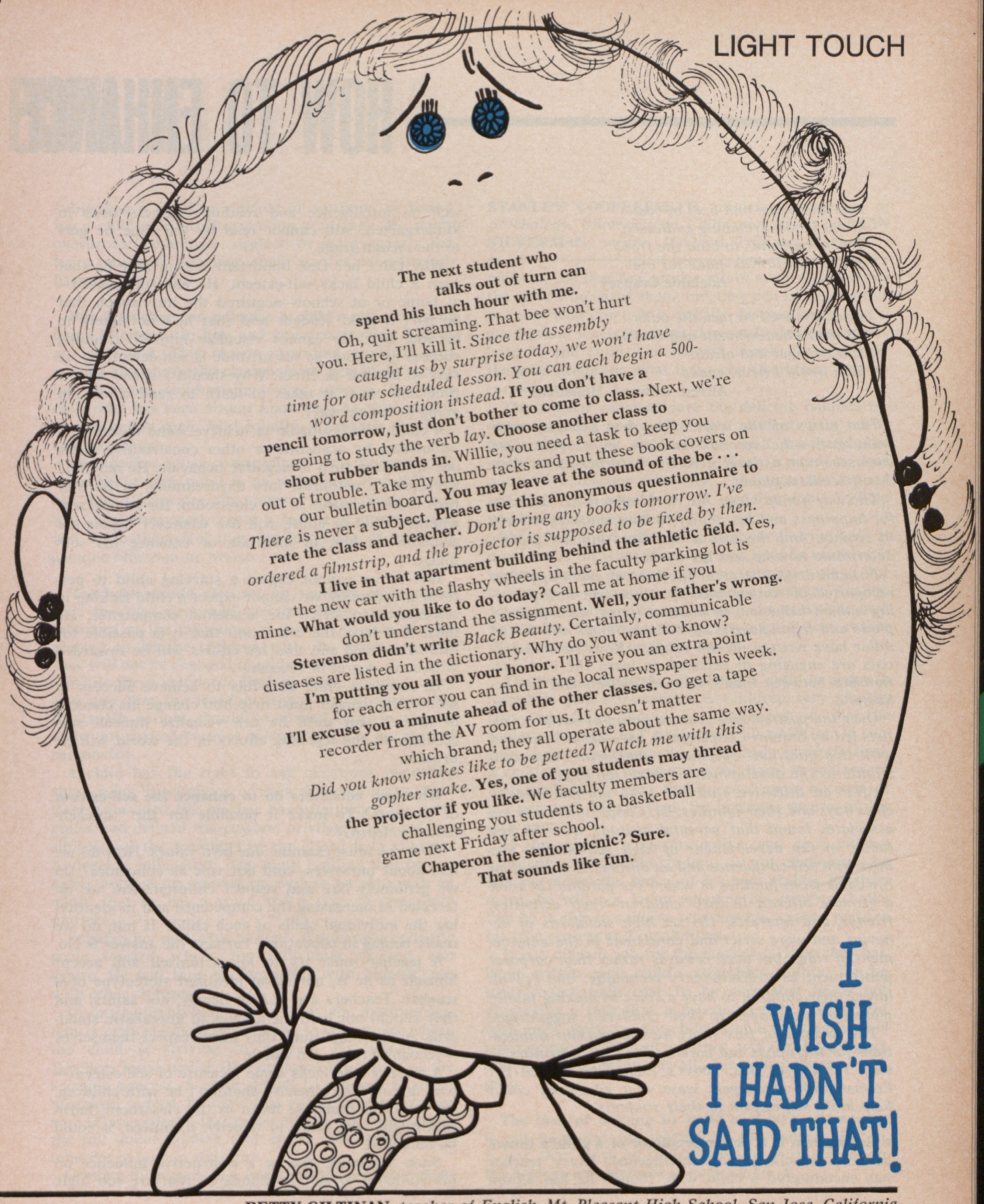
A recent study I made in Alexandria, Virginia, seems to indicate that the latter group is following the wisest course. In this study, which I did for my doctoral dissertation, the achievement of a group of 191 high school seniors who had attended from 7 to 17 schools was compared with a group of 195 who had attended 5 or 6 schools and with a third group of 191 who had attended 4 or fewer schools, including kindergarten, elementary, junior high and senior high. The very mobile group had entered a new school on the average of once every 18 months; the somewhat mobile group, once every 26 months; and the static group, once every 42 months.

The study showed that the very mobile group was equal in achievement to the somewhat mobile and static groups and perhaps even slightly superior, and indications were that the overall education of the more mobile groups had benefited as a result of travel and other factors associated with family moves.

In comparing overall academic achievement, separate comparisons were made of subgroups of high and low ability. The very mobile high-ability groups were found to be superior to the corresponding somewhat mobile and static groups, but not to a statistically significant degree. In the low-ability subgroups, the very mobile subgroup was found to be superior to a statistically significant degree to the corresponding somewhat mobile and static groups.

Comparisons of the groups and subgroups on the basis of scores achieved in the College Entrance Examination Board Scholastic Aptitude Test produced results paralleling those obtained in relation to overall academic achievement on the basis of grades earned during the last three years of high school. The very mobile group proved slightly superior in English, foreign languages, social studies, the natural sciences, and mathematics. Areas in which the static group was superior to the very mobile included industrial arts, home economics, and distributive education.

The responses of mobile students and their parents to questions about the effect of frequent changes of schools tended to indicate that children's attitudes mirrored the attitudes of their parents. Parents who expressed concern about the effect of changing schools tended to provide their children with a ready-made excuse for any problems they might encounter. Parents who had a positive attitude and who expected their children to make adjustments as a matter of course tended to engender positive attitudes in their children. •



I WISH I HADN'T SAID THAT!

The next student who
talks out of turn can
spend his lunch hour with me.

Oh, quit screaming. That bee won't hurt you. Here, I'll kill it. *Since the assembly caught us by surprise today, we won't have time for our scheduled lesson. You can each begin a 500-word composition instead.* **If you don't have a pencil tomorrow, just don't bother to come to class.** Next, we're going to study the verb *lay*. **Choose another class to shoot rubber bands in.** Willie, you need a task to keep you out of trouble. Take my thumb tacks and put these book covers on our bulletin board. **You may leave at the sound of the be . . .** *There* is never a subject. **Please use this anonymous questionnaire to rate the class and teacher.** *Don't bring any books tomorrow. I've ordered a filmstrip, and the projector is supposed to be fixed by then.* **I live in that apartment building behind the athletic field.** Yes, the new car with the flashy wheels in the faculty parking lot is mine. **What would you like to do today?** Call me at home if you don't understand the assignment. **Well, your father's wrong.** **Stevenson didn't write** *Black Beauty*. Certainly, communicable diseases are listed in the dictionary. Why do you want to know? **I'm putting you all on your honor.** I'll give you an extra point for each error you can find in the local newspaper this week. **I'll excuse you a minute ahead of the other classes.** Go get a tape recorder from the AV room for us. It doesn't matter which brand; they all operate about the same way. *Did you know snakes like to be petted? Watch me with this gopher snake.* **Yes, one of you students may thread the projector if you like.** We faculty members are challenging you students to a basketball game next Friday after school.

Chaperon the senior picnic? Sure.
That sounds like fun.

BETTY GILTINAN, *teacher of English, Mt. Pleasant High School, San Jose, California.*

HOW TO ENHANCE

Sun and moon and beat of sea—
Great lands stretching endlessly.
Where be bonds to bind the free?
All the world was made for me!
Adelaide Crapsey

And how am I to face the odds
Of man's bedevilment and God's?
I, a stranger and afraid
In a world I never made.
Alfred Edward Housman

Two views of the world. The first explodes with enthusiasm—the second shudders in despair. One view sees man as lord of earth, the other as an alien on a friendless planet.

The way a man views his world affects his capacity for happiness and his ability to contribute effectively to society. And the way a man sees himself greatly determines how he sees his world.

For centuries, the great thinkers of every age have recognized the importance of self-esteem in influencing human behavior. In modern times, such philosophers and psychologists as William James and Alfred Adler have written on the subject. Now, social scientists are engaging in research to learn the real relationship between man's view of himself and his behavior.

Over the past several years, a group of social scientists led by Stanley Coopersmith have been concerned with this question—specifically the factors that contribute to the development of high self-esteem.

After an intensive study of 1,748 normal, middle-class boys and their families, Dr. Coopersmith and his associates found that parental attitude was the key factor in the development of high self-esteem. The boys with self-confidence and an optimistic outlook on life came from families in which the parents (a) took a genuine interest in their children—their activities, friends, and interests; (b) set high standards of behavior and were strict and consistent in the enforcement of rules, but used rewards rather than corporal punishment as a disciplinary technique; and (c) allowed their children to have a voice in making family plans and were open to their children's suggestions.

The findings of this study have important implications for therapists and parents—and for educators as well. In view of this, TODAY'S EDUCATION *invited Dr. Coopersmith to suggest ways that educators could help build self-esteem in their students.*

• **Self-esteem is a better predictor of a child's future** success in school than intelligence. Every teacher has encountered a child who, though he has scored well on intelligence and reading-readiness tests in kindergarten, still cannot read by the time he gets to the second grade.

Why can't he? One important reason may be that such a child lacks self-esteem. He has somewhere—at home or at school—acquired the impression that he isn't a good student and that he's not likely to become one. He cannot visualize himself attaining success in school, so his attitude is self-defeating. He says to himself in effect, Why should I spend all the time and effort it takes to learn to read when I'm going to fail anyway?

A child who is unable to achieve some measure of self-esteem by academic or other constructive methods will often turn to negative behavior. He may find it easiest to withdraw into daydreaming, or he may turn to misbehavior in the classroom; for any person, whether child or adult, will use whatever means are available to him to maintain or enhance his self-image.

Just as we cannot expect a starving child to perform calisthenics, we cannot expect a child lacking in self-esteem to strive for academic competence. He must first have the conviction that it is possible for him to succeed and that his efforts will be rewarded with some degree of success.

To enable a child like this to achieve success in school, the teacher must help him change his concept of himself, for until he can visualize himself succeeding, all the teaching efforts in the world will be in vain.

What can educators do to enhance the self-esteem of students? To make it possible for the "unteachables" to learn?

First, we must examine our own values. How do we feel about ourselves—and our role as educators? Do we genuinely like and respect children? Are we interested in increasing the competence and in identifying the individual skills of each child? If not, do we really belong in education? Perhaps the answer is No.

A teacher must try to know himself and accept himself as he is, not as an idealized stereotype of a teacher. Teachers are human beings, not saints, and they should not hold themselves to unrealistic standards. At the same time, they must respect themselves—recognize their own worth.

A teacher who lacks some measure of self-esteem—who doesn't like himself—shouldn't be with children. He could do immense harm in the classroom, harm that might take years to remedy, if, indeed, it could be remedied.

Such a teacher can be a destructive influence on his students by setting standards that are too high,

PUPIL SELF-ESTEEM

subjecting a child to ridicule or sarcasm, or branding a child a failure for making a mistake. He might overprotect, dominate, neglect, or extravagantly flatter a student. Behavior such as this is extremely harmful to a child.

But a teacher can enhance a child's self-esteem by being interested in him and concerned about him as an individual. This means providing a warm, supportive climate in the classroom by genuinely accepting children—emphasizing every success, letting a child who has been absent know that he was missed, and including each child equally, if possible, in classroom activities.

The teacher must communicate that he genuinely cares about each pupil as an individual. But children can detect insincere affection or praise. Such action will repel them and create a feeling of distrust that will make them feel they are incapable of inspiring genuine affection or praise.

Teachers should also set up realistic class standards that are clear and definite. These must be established at the beginning of the school year and explained to all the children with the assurance that they will not be changed in midstream.

While these standards limit a child's freedom, they also give him the freedom to act within reasonable limits. His actions should be curbed because of principle, not curbed because of expediency or because of personality.

A child has the right to ask questions regarding these rules. Discussions or even disagreements about them (provided the teacher has established the principles and defined the powers, privileges, and responsibilities of the members of the class) help students to develop self-esteem. The pupil realizes that he can safely express an opinion or explore an idea with an adult, that he has a voice and a vote in classroom matters.

Regulations and expectations should also indicate goals toward which the individual student can aspire. He will thus be competing with himself, not with other children.

In setting up classroom standards, the marking system is critical—especially in the lower grades where the child is striving to develop his self-esteem. Teachers must realize that mistakes are a part of the learning process. A child should be allowed to make mistakes; indeed, he should be encouraged to explore and to investigate before he finally succeeds—with the full understanding that errors and setbacks are inherent in human strivings.

Grading all papers is a questionable practice, especially in the first few grades. Stars are wonderful for the child who earns them, but they can be destructive to those who don't. It is equally destructive to give a good grade when it is not deserved; this constitutes lying to the child, and he will eventually recognize the good grade for what it is—charity rather than an earned reward.

STANLEY COOPERSMITH, *associate professor of psychology, University of California, Davis, and* **JAN SILVERMAN**, *writer,* Oakland Tribune, *Oakland.*

The teacher must achieve the delicate balance between praising and correcting a student. In a sense, the teacher must support him with one hand and criticize him with the other. When a student does poorly, the teacher must say, "That was not a good job, but I still believe in you, and I'm going to help you do better next time."

Criticism must offer constructive alternatives. It must focus on what is wrong and how to improve it without being personal. "F" must never stand for failure as a person, nor should it indicate finality. There must always be encouragement to try the next time with the grade serving as a guidepost rather than as a closed door to the future.

The teacher must also challenge a child in order to help him gain self-confidence. Children vary greatly, but each child should be challenged so that he achieves success by "stretching" his abilities. If success comes too easily, its importance is diminished. A child should be pushed to work hard, to achieve, to take pride in the fact that success came because of his personal effort. Thus he becomes aware of his own powers.

If the school is overprotective, and each child—especially the capable student—is not challenged, he will not know the limits of his own ability. Furthermore, he will not know whether his teacher thinks that he is able to achieve, whether his teacher realizes his true powers and capabilities.

It is a difficult job for the teacher to keep the challenge within each child's stretching ability, for he must assess each case to be sure that he is not presenting a task that is foredoomed to failure. Yet with each challenge the child is able to conquer, his willingness to attempt another will be heightened, and—most important of all—his self-confidence will grow.

The task of helping to build a child's self-esteem is not easy—for the teacher or the student. But it is one that must be undertaken for it is crucial to the healthy development of every child. •

SPECIAL JOURNAL FEATURE:

Disturbed Youngsters in the Classroom

WILLIAM C. MORSE, *professor of education and psychology, University of Michigan, Ann Arbor.*

"John can make a shambles of my classroom. The only way I can get anyplace talking with him is away from the group. Then he explains very clearly why he does various things. He usually admits that they were dumb things to do, but there is no carry-over. He already has a court record.

"And then there are Beth and George. Beth is so quiet and dreamy that she seems here only when I press her with questions and then she drifts away. George is another story. His conversations are non sequiturs. He asks the strangest questions—and always with a worried look. The psychologist has referred him for intensive treatment, but there is a long waiting list. Most of the time I can almost keep on top of the situation, but there are days when I don't seem to be getting anywhere."

An experienced teacher was describing her classroom. Almost any teacher in almost any school could paint a similar picture, and although the percentage of Johns, Beths, and Georges in the typical classroom is small, it does not take huge numbers of disturbed youngsters to create a critical mass that can confound a teacher and convert a classroom to chaos.

What can a teacher do that will be helpful to the disturbed children in the classroom and at the same time will keep them from disrupting the rest of the class? Source books are not available for teaching attitudes, values, identification, or empathic behavior. Advice ranges from the assured behavior modifiers who direct the teacher to "train" the pupils to the proponents of a leave-them-alone-and-they'll-all-come-home-to-Summerhill philosophy.

These answers are too simple. If the schools are to meet their responsibility toward all children, teachers and schools must change. Teachers need to understand what causes the disturbed children in their classes to be that way. They need to develop new teaching skills and to find new ways of using resources. School systems need to look for new ways to use the resources—the time, space, techniques, and personnel—now available and to add new resources.

Understanding Disturbed Pupils

Some children are disturbed both in their home-community life and in school. Their difficulties are pervasive—with them wherever they go. For example, many a youngster who is rejected and unwanted in his family feels the same way in school.

In other children, disturbance shows up at home or at school but not in both situations. Ralph, for instance, is a skilled leader on the playground and in his neighborhood and gets along reasonably well in his fatherless home. He chafes under the pressure of school routines, however. He is in constant contest with conformity demands and has no interest in school learning. Generally speaking, he is happy-go-lucky and forgets a school disciplinary episode almost before it is over.

Other children who feel supported and do very well in school have difficulties elsewhere. The school is sometimes central in problem behavior and sometimes peripheral, but the aim is to make the school compensatory whenever possible.

The behavior symptoms a child displays are not an automatic revelation of the causes of that behavior. To plan effectively for a disturbed child, the teacher needs not only to see accurately what the youngster does but to understand why he does it. This requires the teacher to do some diagnostic thinking and to gain the ability to see life through the eyes of the pupil.

Let us apply diagnostic thinking first to pupils who are aggressive toward peers, perhaps toward the teacher, and even toward school requirements—pupils who display what is called "acting-out behavior." Children with this broad range of symptoms are the most frequent referrals to special services and special classes. They may provoke fights, break rules, and generally defy the teacher. Older youngsters often turn sullen and hostile. Acting-out children prevent others from working, may react with an outburst if required to conform, and are ready to rebel at a moment's notice.

Since this type of behavior can make conducting classes impossible, no one should be surprised

that teachers find it the most vexing difficulty.

When teachers explore beyond the generalized acting-out symptoms, they find some common patterns.

Sometimes aggressiveness results from a lack of adequate socialization. Our culture is producing increasing numbers of children who have never developed social concerns for others, who still function on an impulse basis, doing what they want to do when they feel like it. For one reason or another they lack a suitable prototype for basic identification. Sometimes they take on an omnipotent character—"No one can make me." At best they are narcissistic, bent on following their own desires; at worst they are without the capacity to feel for others. They practice a primitive hedonism.

Sometimes, these children come from indulgent, protective families and become embittered when crossed. When one is asked why he did something, he is likely to say, "I felt like it," until he learns it goes over better to say that he doesn't know why.

Because his delinquent and destructive behavior may stem from a lack of incorporated norms and values, the child with a defect in socialization needs a benign but strong surveillance, so that he is held accountable for misbehavior. He requires clear and specific limits, enforced without anger or harshness. At the same time, he needs models, such as a "big brother," teachers, and older youths, to set an example of proper behavior.

The process of rehabilitation of the unsocialized child is slow and rough, with many periods of regression, because the school is asking the child to give up immediate gratification for long-term goals and to replace self-seeking with consideration for the rights of others. Frequently these youngsters make their first attachment to a single strong teacher and will comply only with his demands. Generalized trust builds slowly. Substantial correction, especially at adolescence, is most difficult. Since the school is the major conformity agent of society, it becomes the natural battleground.

A subgroup among the aggressive children is composed of youngsters who lack social skills but have the capacity to learn them because they have been cared about and loved at home, even though their families have been too disorganized to teach adequate behavior. They are not so much anticonforming as they are untutored in social skills. Role playing and demonstrations by models are useful to show such children the behavior expected of them.

While the reduction of acting-out behavior through teaching basic socialization is difficult, teachers still must try. Learning to value the rights of others is essential for members of a democratic society and recent follow-up studies indicate that neither individual treatment nor institutional custody is a satisfactory approach for such youth.

Another common cause of acting-out behavior is alienation. Estrangement from the educational establishment is occurring more and more frequently. Sometimes, from their very first day, these students find no gratification in the school experience, and their disinterest turns to hostility. The teacher sees these youngsters as problems in motivation. "They just don't seem to care about anything they should be doing."

For the most part, these are not weak children, and they are often well-accepted by peers outside of school. Having found life engaging elsewhere, they can't wait to get at it. One sixth grader had already figured out the number of days until he could quit school. Cars, money, the opposite sex, jobs—these are high demands of the alienated adolescent.

Youngsters like this are usually first admonished, then suspended to "shape them up." Suspension actually works in reverse, since they want out in the first place. If the youngsters are not suspended, too many teachers handle the problem by demanding nothing and letting them do just about as they please.

The better way of resolving the difficulty would be to undertake a thorough examination of the curriculum to see what could be altered. A junior high school pupil, already conducting a profitable business of his own, found nothing in classes with any meaning to him. With visions of establishing himself as an adult, he finally ran away with his girl friend.

Education is turning off an increasing number of able and intellectual youths. Such disenchantment was evidenced first at the college level, but it has already seeped down to the junior high. Many young people feel that school is a meaningless scramble for grades and graduation instead of the authentic education experience they seek. What often needs to be done is to make over the school rather than the pupil, but some teachers still rigidly follow the current curriculum as though it were sacred.

In some children, acting-out behavior in school is reaction to failure. No one wants to fail or even be in a marginal position, and yet thousands get failure messages every school day. The child comes to hate the establishment that makes him a failure, so he strikes back. Some failed first at home, where nothing they did was as good as what a sibling did—where no matter how hard they tried, they failed. The hatred such children feel for adults at home may transfer to their teachers, who may never have been in the least unfair.

The amount of defiling and belittling, to say nothing of direct abuse, that children suffer in our supposedly child-favoring culture comes as a shock to many a protected teacher. If the cause of acting-out behavior is in the home, then acting out in school is merely a displacement, but the acting-out child gets

a reputation that is passed along ahead of him and he lives up to it.

School can be too taxing for certain children, grading too severe, and teacher's help too scarce. Although they get along well at home, children with mild learning disabilities or limited academic ability frequently drift into frustration at school. Some of the slow-developing early primary pupils or late-blooming adolescents in junior high are too immature to meet expectations. The solution is for the school to adjust to the pupil by proper pacing. Many of these pupils change surprisingly when a perceptive teacher builds in success.

Still other children who act out are anxious about their lives in general. Often they are hyperactive, driven to release tension through physical activity. They are oversensitive, easily distracted, and given to disruptive behavior. After misbehaving, they feel guilty and promise never to repeat the offense, but in a subsequent period of anxiety they do repeat it, acting out in order to dissipate tension.

Some of this group actually seek punishment because they feel they are bad and should pay the penalty. This feeling of guilt may stem from wrong things they have done or merely thought of doing. For instance, one boy, who was being stimulated by a seductive mother, used to blow up in math class, where concentration was required. He could do the math, but not when he was upset. It took the social worker a long time to help him work this out.

A special category of anxiousness, found with increasing frequency in suburbia, is achievement neurosis. In order to meet overt or covert expectations, pupils who have this affliction feel compelled to be on top. They have lost the satisfaction of learning as its own reward; grades are to prove they are as good as their parents want them to be. These youngsters are frequently tense and driven and overvalue the academic. Their parents are forever inquiring, "How well is John doing?"

Children who are driven in this way need to be made to feel better about themselves. Some of them demand much attention, always seeking resubstantiation by adult approval. If the source of the damaged self-picture is an overdemanding home or neighborhood, it is often difficult to provide enough compensatory success in school to allay it. This is where counselors, psychiatrists, psychologists, school social workers, or referral agencies play their part.

By now it is easy to see why any two acting-out children may not need the same type of help from the teacher. But teachers' concerns are not limited to those who directly disrupt the educational process, for the profession is equally attuned to pupils who have given up. While withdrawn children may not cause the teacher managerial difficulty, they, too, are in need of special assistance.

Many unhappy, depressed youngsters are in school today. Basically, these youngsters have very low self-esteem; they have somehow been taught by life that they are good-for-nothing and important to nobody. Often, internal preoccupation takes over, and they drift into a world of fantasy. They absorb the support sensitive teachers give, but often this is not sufficient to strengthen them to a point where they can sustain themselves.

Sometimes students are confirmed losers. They just know they will fail and usually contrive to make their anticipations come true. Others come to rely on fate rather than on their own efforts. As one youngster put it: "Fifty-fifty, I pass or I flunk. It depends on the breaks." So why put forth any effort?

Another group of the withdrawn children are the lonely ones. The loner drifts by himself at recess or eats alone in the junior high cafeteria or has no one to talk to about his high school lessons. Because he feels that nobody would care, he sees no point in trying to make friends. Many youngsters who are scapegoats in their peer group come from among the lonely ones, especially if they have some physical problem such as overweight, a tic, or odd looks. In these cases, the way the teacher manages the group life in the classroom is just as important as individual attention and counseling.

Dealing with Disturbed Pupils

No magic, no single cure, no shortcut will solve the problems of disturbed children in the schools. The job demands an extension of the individualization that is the essence of good school practice. This calls for teacher time and specially planned curricular experiences. To provide these, many school systems will add a new resource—the psychological, social-work, or psychiatric consultant. Conflict between specialists and regular classroom teachers used to be commonplace, but teachers have now discovered a new way to use the specialists' help, replacing long discourses on "how Johnny got that way" with discussions of what can be done now, in the classroom.

Frequently, a curriculum expert and the principal should join the teacher and the special consultant in discussions about a disturbed child. Remedial action should be based on study of the deviant youngster's classroom behavior and of his basic personality. Clinical insights provide the backdrop for practical planning.

When the problem is caused not by the school but by the child's home situation, the remedial goal is to have the school provide a supportive environment that will compensate, in part, for what is lacking or negative. Referral services to agencies that can offer in-

dividual therapy are vital also. They are not enough, however. Group work agencies, boys' clubs, and big brothers can help the unsocialized child who does not have serious internal conflicts. Such a child is in dire need of basic identification building.

Many disturbed children who can function within normal bounds and utilize the regular classroom much of the time lapse occasionally into disruptive behavior that throws the classroom into chaos. Some schools—secondary as well as elementary—deal with this problem by having a special teacher, trained to work with the disturbed in both academic and behavioral spheres, to whom such a child goes during a crisis. This teacher works with him in a special classroom where he can receive assistance on both individual and small group bases.

While the issue is still current, the crisis teacher and the child discuss the matter, much after the fashion of crisis intervention in community mental health. Close liaison with the regular teacher is, of course, mandatory. Referrals to a school or community service for intensive individual work may be needed, but the crisis teacher is the key person to support the regular classroom teacher and the pupil and to coordinate the entire effort in time of stress. When the pupil has gained control and/or is able to do the task in question, he returns to the regular classroom.

Needed Changes

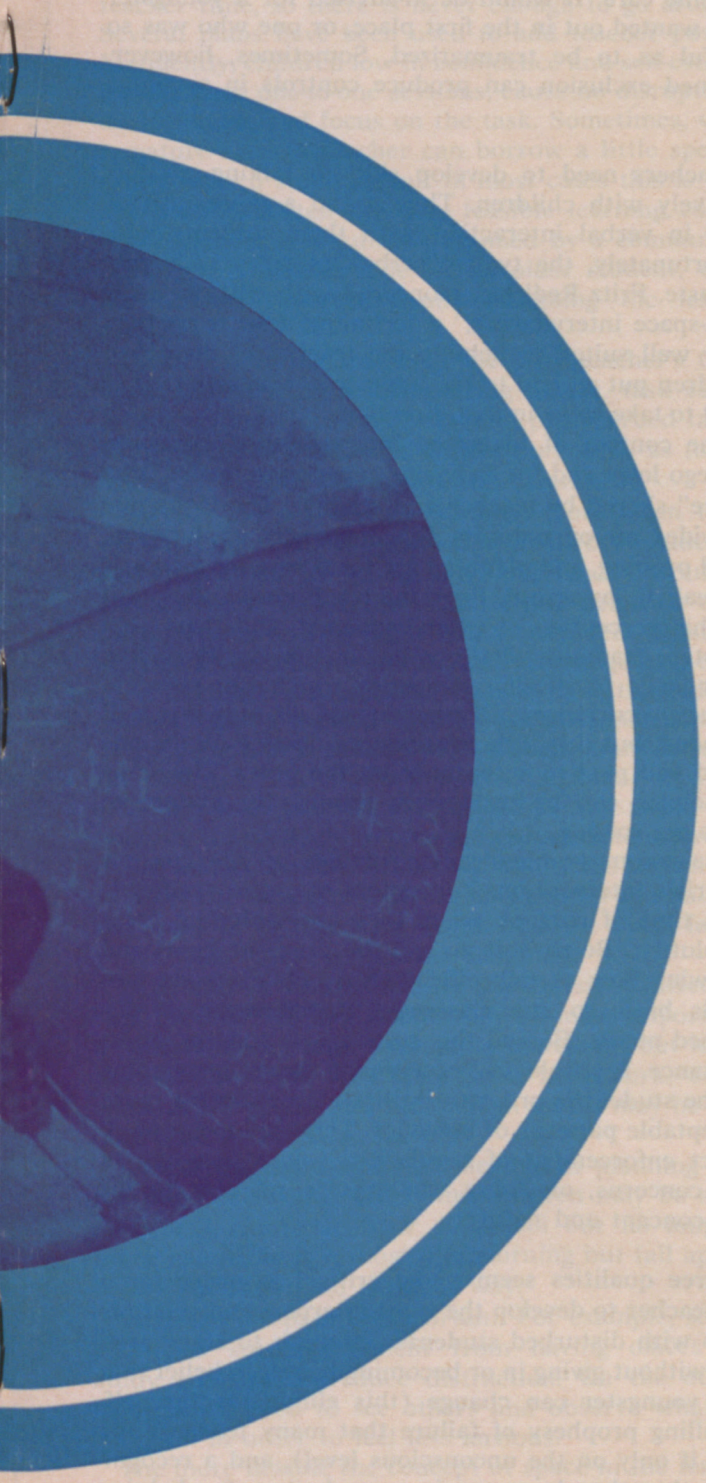
The task is to examine the classroom environment and the teacher's role. What changes will improve the helping index?

No one has any idea of making the teacher into a psychotherapist, although many disturbed students form a profound relationship with their teachers. The function of the teacher is to provide pupils with a reasonable human relationship (in itself therapeutic) and the opportunity to grow through academic accomplishment and social learning.

Achievement is therapeutic for a child, especially when he has achieved little or nothing in the past. Having an adult who cares about him and who helps him when he falters instead of getting angry and rejecting him is certainly helpful. Peer acceptance in the classroom has lasting significance for the lonely child.

In this sense, therapeutic intervention has always been a part of school, but some children need much more. Providing that more will require three things:

1. The schools will have to reexamine how the curriculum, methodology, and experiences can be bent to enhance growth and minimize failure.
2. Teachers will have to learn new skills.
3. Teachers will have to become more open about their feelings toward disturbed children, because ex-



ternalizing attitudes is a necessary step in changing negative feelings.

Since the school operation itself provokes a considerable amount of school difficulty, what is taught and how it is taught will require adjustment. Pupils need short assignments that interest them and that they are capable of doing. Not only the level of difficulty but the rate of learning should be attuned to the child, with provision for remedial teaching of what he has missed.

Individualization for the alienated youngster requires new subject matter that is relevant rather than merely different. Some children with learning disabilities require the use of self-tutoring devices. Iconoclastic curriculums, such as cooperative work programs for older youths, are needed.

Although most behaviorists avoid considering disturbed children in any but symptomatic terms, they offer the teacher two most useful guidelines.

First, they tell teachers to study what the child actually does. Observation of how and to what the pupil responds often shows that much of what the teacher is doing is quite beside his intent. Many disturbed children are adept at controlling teachers by getting them to make inappropriate responses, thus reinforcing just what the teacher wishes to eliminate. If the pupil cares more about having *some* kind of relationship with the teacher than he does about *what* kind of relationship he has, he can get teacher attention by misbehavior. Thus, a teacher encourages repeat performances of an undesirable behavior even as he tells a pupil not to behave that way.

Second, behaviorists emphasize that many pupils do not operate on the basis of high-level gratifications, such as love of learning. Teachers must deal with them on their own motivational level. For example, the attention span and motivation of some who need concrete rewards suddenly improves when the teacher recognizes this need. Free time earned for work done or proper behavior may help get children started who have never had any real success before. They forget their "can't do" to earn free time. Behavior that approximates being acceptable is worth rewarding at first.

Punishment, the major reward many disturbed children receive, is a poor teaching device. Low grades seldom work as a challenge. Emphasis needs to be on accomplishments rather than on failures. Many teachers, wedded to the illusion of homogeneity, have a hard job learning to help these children achieve by accommodating to the special range they present in ability, rate, motivation, and interests. Sometimes the range can be narrowed. In junior and senior high, for example, a student can be assigned in every course to the teacher and the content best suited to him.

When nothing else works, something may be gained

by asking a child to do only what interests him. One pupil studied nothing but the Civil War. Another drew pictures. This was no real solution, but the teacher survived and the other students could do their work. Desperate conditions require desperate measures, and it is better to have a student reading about the Civil War than conducting a war with the teacher.

Teachers of classes that include disturbed children need to be particularly skilled in group management. The capacity to establish a work orientation for the class as a whole that will provide psychological insulation is one of the most critical skills in a class that includes disturbed children. Jacob Kounin and his associates have found out that the same teachers are successful in managing both disturbed and normal students.

These teachers focus on the group and its learning activities, actively solicit feedback, concentrate on more than one thing at a time, and select the proper targets for their interventions. The high degree of involvement reduces negative contagion from the disturbed pupils and provides the needed reserve for the teacher to work out the marginal situations that develop.

The first questions a teacher needs to ask are, "How meaningful is the work to these pupils? Can they do it? Do I understand the various roles and relationships in the class well enough to be able to emphasize the things that will maintain stability instead of reacting in a haphazard way to everything that happens?"

The successful teacher knows how to use grouping itself as a tool.

- Some classroom groups are particularly stable and constitute a reservoir of peer help for the distraught pupil; other groups have such a thin shell of control that one acting-out pupil means a breakdown. If most members of a class offer support, they can calm down a lot of misbehavior as well as serve as models of proper action.
- Pupils whose behavior frightens their own age peers and makes them anxious may not bother slightly older children, so upgrouping a disturbed child may reduce negative group effects.
- Sometimes the size of the group is important. Classes with several disturbed pupils should be smaller than others. In fairly large schools, three or four teachers of the same grade or course can arrange to have one small class for those who need it by making the other classes somewhat larger.
- When a class needs relief from a pupil's disturbing antics, sending the offender to another class for a visit may be helpful. The teacher needs to make advance provisions for doing this. He also needs to know when to intervene in this way and to find out what the child does that makes his classmates anxious and angry.

Of course, any kind of exclusion must be used with extreme care. It would be ill-advised for a youngster who wanted out in the first place, or one who was so fearful as to be traumatized. Sometimes, however, planned exclusion can produce controls in a youngster.

Teachers need to develop skill in talking productively with children. They spend a great deal of time in verbal interaction with their students and, unfortunately, the typical verbal interplay is largely a waste. Fritz Redl has pioneered with what he calls "life-space interviewing," a technique that is particularly well suited to helping the teacher of disturbed children put an end to the undesirable behavior or at least to take steps in that direction.

The content of life-space interviewing focuses on the ego level and the behavior experience in the "life-space" shared by teacher and student. The technique provides an opportunity for diagnostic exploration, mild probing, and planning for the future on the basis of realistic appraisal. First the teacher asks the pupil for his perception of what happened, and then, step by step, examines what can be done to clarify reality. This leads to specific strategies which can serve to reduce recurrences. Of course, not all students will respond, but this style prevents moralizing on the one hand and passive acceptance on the other. The same principles can be used with groups for classroom problem solving.

Classroom problem solving brings up the concept of crisis intervention. Youngsters are most teachable at a time of conflict, when they are searching for a resolution. Being able to use the crisis at hand and knowing how to talk effectively to children are two skills basic to any classroom management of disturbed pupils. Behind this rests a new concept of acceptance. Psychological acceptance means responding to the student in order to facilitate his adopting more acceptable patterns of behavior. This may mean more strict enforcement of regulations, more listening to his concerns, or doing whatever is relevant to his self-concept and nature.

Three qualities seem to be critical in order for a teacher to develop the right interpersonal relationship with disturbed students: strength to stand testing without giving in or becoming hostile, a belief that the youngster can change (this eliminates the self-fulfilling prophesy of failure that many teachers imply, if only on the unconscious level), and a recognition that the classroom is a good place for helping youngsters. Of course, certain teachers seem to have natural talent with particular types of disturbed children. Definitive teachers, for example, are most suc-

cessful with insurgent pupils, while a quiet teacher may get closer to frightened youngsters.

Disturbed children require an inordinate amount of teacher time, so there is never enough to go around. Several plans have been used to add teacher power. Frequently, children low in confidence and self-esteem benefit from one-to-one sessions, cause no disruptions during them, and focus on the task. Sometimes, with a mature class, a teacher can borrow a little special time for such students, but in most cases this is just not possible. Often the only feasible learning condition for them is a tutorial, manned by a community volunteer, a teacher aide, or an older student, with the teacher supervising and designing the lesson material.

Other means of stretching the busy teacher's time include the use of a self-tutoring device, task cards setting up individual projects, and prerecorded tapes with lessons and answers. A peer may serve as tutor-listener if proper pairing can be arranged.

Parents are a teacher's resource more often than we have believed. Programs for disturbed students, particularly the alienated ones, are reaching out to include the home. Rather than letting behavior difficulties continue to a point where a student must be excluded, the schools now, at an early stage of a difficulty, schedule conferences in which parents, student, teacher, and a mental health specialist participate. The assumption is that all parties really want to solve the difficulty, and the support of the home may be critical. When parents are hostile to the pupil, the hostility is less likely to provoke unfortunate behavior if the matter can be talked out and plans drawn up to meet the difficulties. While no punches are pulled, the issue is to teach the child what he *must* learn rather than revert to punitive handling.

Help may be needed outside the classroom. Here a "big brother" or "big sister" may be most important in providing not only reasonable recreation but identification as well. Assistance with homework, especially at the junior and senior high levels, may be the only road to survival.

A wise teacher keeps time flexible in planning for the disturbed youngster. Some children may be able to benefit from one hour of school but no longer. Some can make it through the morning but fall apart before the afternoon is under way.

Wise use of space is important. For example, some disturbed students benefit from having offices or study cubicles to reduce distraction. On the other hand, some need to see others and observe what is going on in order to feel less anxious.

The more flexible the concept of space in the teacher's mind, the more he can use this resource to serve the disturbed student. Dividing the room into work centers for various subgroups is one technique. Using the hall not as a punitive place but as a stimulus control may be appropriate. Some older youngsters can do their work better in the library, while others would roam the halls if not under surveillance.

Above all, the teacher and the school need to bear in mind that, for a disturbed child being able to escape temporarily from group pressures is often the key to survival. Each school should have a place and, if possible, a person for a disturbed child to go to at a time of crisis.

Even with the most able consultation and highly skilled teaching it may not be possible to help a child in the regular school setting, and unless he can be helped—not merely contained—in the classroom, he should not be there. The teacher's survival and the other children's welfare, as well as his own, are at stake.

For children who still fail to respond in the regular classroom after everything feasible has been done, the next step is the special class. Such classes provide relief for the whole school system and, generally speaking, they offer the disturbed pupils more individualized planning, with the result that pupil behavior and achievement improve. Some recent research, however, suggests that the improvement tends to disappear when the pupil returns to the mainstream. Indeed, the special class is far from being a panacea. It often helps least the unsocialized youngster, who needs so much, and sometimes it includes very disturbed children, even though the general consensus is that psychotic children need more help than a special class can give.

The special class falls short of the mark for other reasons. Frequently, special class curriculums do not include individual work and family contacts, although classroom work alone is usually not enough. Further, many public school teachers do not have the assistants they need to conduct a special class successfully.

And the special class bears a stigma. Students seldom see the value of being "special" and attitude is a critical part of the impact. Particularly at the secondary level, they resist being set apart. To adolescents, the stigma is so oppressive to their whole quest for a self (and a normal self) that it generates a great deal of friction. The stigma is strengthened because teachers and school administrations are seldom eager to welcome back a "cured" student. Nevertheless, special class provisions, if properly handled and staffed, are part of the sequence of support needed in every school program.

When all is said and done, most disturbed children are, and will continue to be, in the regular classroom, and, like it or not, classrooms and teaching will have to change if the schools are to fulfill their ever-increasing responsibility for the social and emotional development of children. •

YOU MAY NOT

Over the past months, TODAY'S EDUCATION *has invited readers to send in statements for use in the continuing feature, "You May Not Agree, but. . . ." The response indicates that educators are concerned with a variety of topics involving schools and students.*

To share some of these sentiments with readers, JOURNAL *editors present a sampling of opinions on three controversial issues—the generation gap, the right to fail, and college teaching. Reader response is invited to any one of the articles.*

WHAT THIS GENERATION NEEDS IS A ROUSING CHORUS OF THE "WOODSHED BLUES"

HOWARD DOMNICK, *speech instructor, Waller Junior High School, Enid City Schools, Enid, Oklahoma.*

• **Once upon a time in the not so long ago, there was** a boy named George, who, although he didn't ask to be brought into this world, was nevertheless born.

Now George was fortunate to be born and reared in a generation which enjoyed a reasonable degree of stability and happiness and was not plagued with the doubt and psychedelic frustrations of the modern teen-ager. He grew up at a time when the forces of nature all worked together in perfect harmony to shape and mold each youth into a reasonable facsimile of a good American citizen.

He saw the doughboys return from World War I after their valiant struggle to preserve democracy, and he watched with interest their efforts to adjust to a changing society. During the days of the Great Depression he saw labor slowly but surely rise to a place of respected prominence unequaled in the annals of world history.

But let us not presume that George was never confused, that he never sought to escape with the help of hallucinogens like coffee grounds and corn silk, that he was never aware of the obvious stupidity of the older generation. Heaven forbid that the reader assume he was never rebellious toward adult authority!

When he failed to perform some menial chore about the house, his father would ask, "Son, why didn't you chop the wood like I told you to?"

George would reply, "You see, Dad, I'm confused. You grown-ups have left the world in such a mess for us teen-agers to grow up in. The veterans have marched to Washington to get their bonuses and are having a sit-in near the Capitol, the people in the cities are protesting because they have to stand in the soup lines too long, and farmers are complaining that 25 cents a bushel is not enough to receive for wheat.

"Can't you see, Dad, that life is all mixed up, that I'm confused? Are you aware of the tremendous generation gap that exists between us? You should be more sympathetic and understanding with my predicament and realize why it is only natural for me to protest being ordered around all the time. You are thwarting my rights of independence and self-determination, so I've just decided I won't do my work today. And if you don't like 'them apples,' I'll jump a freight and ride the rails to California where I can sit under a palm tree and smoke Bull Durham all day."

With absolutely no hesitation, George's dad replied, "Well, Son, in the next generation there will be plenty of doctors called psychiatrists who would be able to help straighten out your confused mind and would also be able to tell me what procedure to follow at this moment. But, since we can't wait that long for help, you come immediately with me to the woodshed and we'll find the answer to your confusion by the application of a method successfully used for centuries—the board of education."

Now this technique not only afforded George the opportunity to take his "trip," during which he saw visions of beautiful colors interspersed with stars, but it also gave him practice in voice training. In fact, his vocalizing on these occasions made him adept at singing the "Woodshed Blues."

George also learned other lessons from his father and shared many delights with his family. After admiring the before-and-after pictures of he-men in *McFadden's Physical Culture Magazine,* he became interested in developing his physique. So he asked his father to procure the necessary pieces of equipment to develop his muscles—weights, treadmills, and pool tables.

His father, being a man of foresight mixed with an ample degree of frugality, supplied all that was necessary for George to achieve his goal—only in quite a unique way. To develop the leg muscles, he had George run across the fields to bring in the cows; to strengthen the hands, he told George to milk those cows. Oh! the joy and thrill of seeing the young man's arm and shoulder muscles toughen as he pitched bundles of wheat into a threshing machine and bucked bales at haying time!

The younger generation will never know the thrill of togetherness experienced by George's family as one by one they shivered through the Saturday night bath in the galvanized tub. Nor will they ever know the icy thrill of an outhouse on a subzero degree morning.

George's heart goes out to modern youth as they cry for entertainment—more places to go, more exciting things to do. On winter evenings, George's life was filled to the brim with exciting card games of

AGREE, BUT...

rook and old maid mixed with the pleasant diversion of spin the bottle and post office. Is it any wonder modern teen-agers are discontented and disgruntled at their drab existence when they have nothing to look forward to in their weekly schedules but one dance, two movies, two football games, TV shows for their few idle moments, and music by stereo to put them to sleep!

George's college experience was quite interesting. Money was not a problem as he had none, except on the few isolated occasions when he had the exhilarating experience of having as much as a whole dollar in his pocket. Because he had no money to worry about, he spent his days enjoying a composite of refreshing, thought-provoking experiences.

Sex was not a problem either. Since the moral code of 2,000 years had adequately supplied guidelines for dating and marriage, no students thought it necessary to have a sex expert on campus to explain the fine art of promiscuity. By college age, they had somehow discovered that babies were not brought by the stork, so most of them felt that a seminar on sex would be superfluous unless it were confined strictly to the moral and economic responsibilities of procreation.

But students did discuss the problems of the day with unchecked academic freedom. (At least they thought it was unchecked—communication being what it was in those days, they hadn't received "the word" from Berkeley.) As the United States was deep in the throes of the worst depression in its history, problems of local and national importance were given top priority in the minds of students: Was the National Industrial Recovery Act constitutional? Was the President trying to pack the United States Supreme Court?

On the local level, students protested the inequity of the distribution of PWA funds and the dean's high-handed, no-smoking regulation for the men's rest room.

Little did the more militant ones realize their latent strength. Under proper guidance, they could have closed down the university and defied the wishes of the taxpayers, their parents, the board of regents, and the administration. But, in their naïve way, they did what they could. They held protest rallies after classes and on Saturdays with some little success.

However, they really needed a professional off-campus protestor to lay the groundwork for a show of unanimous support. He could have explained how to achieve a much greater show of dedication to any cause—especially one with such lofty ideals as permitting coeds to entertain their boyfriends in the girl's dorm—by holding rallies during school hours rather than after classes or on Saturdays. He could also have enlightened reluctant or dubious students that their presence at a rally would in no way indicate an endorsement of the dissenting minority.

One of the great mysteries of life is how George's generation ever survived in such a restricted climate. How did they ever manage to develop America's educational community to the point where it is the envy of the world? How were they ever able to produce a generation of children whom they are sending to college at a cost of several thousand dollars per student? One wonders. •

THE RIGHT TO FAIL

FLORENCE E. FLINT, *business education teacher, Ashby (Massachusetts) High School.*

• **It has long been an adage in education that students** should not be failed, because failure might frustrate them and damage them emotionally. Teachers are further restrained from failing students by the opinion that "the failure of a pupil is the failure of the teacher."

I say it's time we forgot this foolishness. A student has the right to fail—under certain conditions. Certainly it is much less damaging to his emotions to learn to live with failure when he is young than to meet this phenomenon for the first time when he has become an adult.

Let us examine several instances in which a child has the right to expect failure.

• A child has the right to learn to cope with failure before he gets out of school and has the responsibility of making a living for himself and his family. How much better it would be for the person concerned and the community as a whole if people realized that we don't get everything we want just because we happen to want it. Each child must learn his limitations and how to live with them.

• A child has the right to learn that the result of not applying himself to his work is failure. This is true in school, but it is even more true in the working world. Through misplaced "kindness," teachers may frequently be reluctant to fail a child. But in this age of rising costs, industry can't afford to be "kind"; an unproductive worker is a drain on the economic resources of the company. Learning early that procrastinating or failing to do one's work will have an unfavorable result should be part of the education of all young people.

• A child has the right to fail if that is what he wants to do. Sometimes this appears to be the only way of rebelling against a parent's insistence on his following a certain career, or similar pushing from

other adults, which he feels limits his right of choice. This is a drastic remedy, to be sure, but young people should have a choice.

• A child should fail if he is constantly absent from school. Even though he "makes up" his homework, he has lost forever the interchange of ideas in the classroom that he should have been a part of. Attendance at work is a prerequisite to success. The habits formed in school will carry over to the world of work.

Now don't get me wrong. I'm not advocating that every student be given a failing mark just so he can learn to live with failure. But students should be given the opportunity to learn the law of cause and effect as it relates to their action or lack of action. The responsibility of the teacher is to see that they are given the facts. If they *choose* to ignore these, they have the right to fail. Our democratic society is based on the right of free choice. •

♦ *For other views related to this topic, see "How To Enhance Pupil Self-Esteem" and "Disturbed Youngsters in the Classroom" in this issue.*

COLLEGE TEACHING: AN ESCAPE FROM TEACHING?

MACK K. SAMPLES, *instructor in history, University of South Carolina, Columbia.*

• **Most of us have had the unhappy experience of** signing up for a course in college, only to find that the instructor of the class is totally worthless. This is quite a common experience because once a person becomes a college teacher rather than just a teacher, his whole attitude toward teaching seems to change. For some strange reason he no longer thinks of himself as a teacher, but as an "evaluator."

If you frequent any college faculty lounge or other place where professors congregate, you will begin to hear statements such as: "I simply cannot believe that college students are actually that ignorant." "My students don't begin to know how to write a well-organized essay." or "I'm not sure that mass education is a good thing; the caliber of students is becoming almost ludicrous." And, of course, one always hears the trite argument that students today aren't capable of creative thought.

Finally, mention to a group of college teachers that entrance requirements should be lowered to give the late bloomers a chance to better themselves, and your suggestion will probably be met with raging opposition—especially among the younger instructors. Their angry protests will be coupled with the argument that today's college students are already far below what acceptable standards for any college should be.

Mutterings such as these cause one to wonder what the role of the college teacher really is. Is he just a person who comes before a group of already educated people to place a personal evaluation on what they already know? Is he some sort of all-knowing judge who decides that certain members of an educated group (the ones who agree with him) are to carry on the work of the world while others are to be pushed aside?

Surely this is not what college teaching is all about! What ever happened to the idea that the job of the college teacher is to teach those who want to learn?

If students are ignorant, then the task of the instructor is to enlighten them. If they cannot write a decent essay, then the obvious chore of the instructor is to take a period or two to show them how to write one. If the caliber of college students is becoming ludicrous, it may be because the caliber of college teachers is also headed in that direction.

One often wonders how much these self-acclaimed Aristotles knew when they were college freshmen. (Indeed, one wonders how many of them would have been able to meet the current entrance requirements of the institutions where they now teach.) Is it possible that some of their instructors might have considered them just a bit ignorant? Can we assume that every theme they wrote in English 101 was bursting with creativity and that all their essays in Western Civilization were organized to perfection?

Many times, those instructors who are the most ardent critics of students are the ones who do the poorest job of instructing. And those who fail to get the desired results tend to place the blame on the students. But the teacher who complains about the caliber of his students in the faculty lounge is usually the subject of his students' gripes in the student union.

A major part of the problem seems to be that when people become college teachers they become so impressed with themselves that they lose sight of their primary role. A college is not a place to practice intellectual arrogance; not a place where students come just to be evaluated; not a pedestal from which those of us who "have it" can scoff at the ignorant masses below. Rather, it is a place for students to learn from those who are supposed to know.

The time has come, it would appear to me, for college teachers to stop complaining about the ignorance of students and the failure of high school teachers. The time has come for college teachers to stop "evaluating," to climb down from their intellectual high horse, and to get about the business of teaching. •

Meet James E. Allen, Jr.

Forrest E. Connor, executive secretary of the American Association of School Administrators (left), and NEA Executive Secretary Sam M. Lambert (right) greet Commissioner Allen at the AASA meeting in Atlantic City.

• **When James E. Allen, Jr., was a young man, his** father cautioned him, "Don't get into education. The pay is no good. Besides there's no future in it."

While Mr. Allen, Sr., spoke with some authority on the subject (he was president of Davis and Elkins College, a small Presbyterian school in the mountains of West Virginia), the son didn't follow his advice—and the father's prediction didn't come true.

In February, President Nixon nominated James E. Allen, Jr., U.S. Commissioner of Education and Assistant Secretary for Education in the Department of Health, Education, and Welfare. In naming Dr. Allen, who has served as New York State education commissioner for the past 13 years, Mr. Nixon stated: "As the highest educational officer in the government, Dr. Allen will play a leading role in shaping the policies and plans of this administration for the support and improvement of education in the nation."

Commenting on the nomination, NEA Executive Secretary Sam Lambert said that Dr. Allen "brings to these new assignments wide knowledge of the problems of education, the wisdom to make practical decisions, and the administrative skill to operate programs effectively." Most educators feel that the selection of Dr. Allen demonstrates that the Nixon administration plans to keep education high on the list of national priorities.

Dr. Allen, who will be 58 this month, is expected to assume his new duties in Washington by May 1, pending Senate confirmation. In the interim, he expects to complete his work in New York.

The tall, lean Allen became one of the youngest men in the history of the Empire State, at 44, to hold the position of state commissioner of education. Since 1955 when he assumed the office, his decisions have involved highly explosive issues ranging from alleged communist influence in the schools to desegregation to teacher strikes. As a result, Dr. Allen's career has been marked by both public praise and abuse. Yet, the soft-spoken scholar (A.B. from Davis and Elkins College, master's and doctor's degrees from Harvard University, and over 20 honorary degrees) approaches school problems analytically and reaches decisions calmly.

Dr. Allen has said that the purpose of education must be to "free the mind and spirit of many for revolutionary change . . . for giant steps toward a truly civilized future." This philosophy has guided his hand during his career as New York's leading education officer.

• In the 1950's, six New York teachers were suspended for refusing to "name names" in an investigation of alleged communist influence in the schools. Dr. Allen ruled that a teacher who renounced communism "may not be dismissed for refusing to be an informer." He added that "this type of inquisition has no place in the schools." His critics charged that he was "coddling communists."

• In 1957, he banned the posting of the Ten Commandments in New Hyde Park Schools. Although he didn't rule directly on the church-state issue, Dr. Allen cited the "dissension and bitterness" in the community that resulted when the district voted to display an interdenominational version of the Commandments in all classrooms.

• Dr. Allen believes de facto segregation must be eliminated in the schools. Insofar as possible, he feels that the means for correcting racial imbalance should be left to local education authorities.

A 1963 directive he sent to New York school boards to end racial imbalance in the schools touched off considerable protest in the state. However, the courts eventually backed his decree and supported his right to order the bussing of children as a device to promote integration.

• Last fall the United Federation of Teachers struck in New York City over the treatment of teachers in the Ocean Hill-Brownsville district in Brooklyn. The issues were complex—race relations, decentralization, community control of the schools—but the eventual settlement of the strike was based on suggestions made by State Commissioner Allen.

In his new role as the highest education officer in the nation, Dr. Allen faces even more complex problems in the world of education. He recognizes that complexity and problems are part of a changing society.

Dr. Allen has said that while there are some who look back to the "good old days" and are content to put "new wine in old bottles," the spirit of our day is—

"Weep not that the world changes / Did it keep a stable, changeless state / 'Twere cause indeed to weep." •

Insight Through Inservice

HAROLD J. MAVES, *assistant superintendent for instruction, Berkeley (California) Unified School District.*

• **The inservice education of teachers takes many** forms. Some of it is irrelevant and can be classified as "unit gathering." Some of it, though, has a direct bearing on the improvement of teaching and relates to current needs. In Berkeley, we have had an inservice program that was highly relevant—a massive and innovative project to give teachers new insights into other schools, other children, other techniques, and attitudes other than their own.

Because of a pattern of residential segregation, the racial groups of Berkeley are largely contained in two separate areas—most of the Caucasians live in what is known as the hill area and most of the Negroes in what is termed the flats. Elementary schools in the hill region were populated predominantly by Caucasian children; those in the flats, by Negro. In the geographic middle of the city, where integrated housing patterns prevail, schools were integrated.

To overcome de facto segregation, the city's school board has changed the structure of the elementary schools and is now transporting 3,300 children to schools outside of their neighborhoods in a two-way bussing plan. This means that Berkeley teachers no longer have classes of predominantly one race. Classes reflect the racial composition of the district's elementary school population, which is approximately 50 percent Caucasian, 40 percent Negro, and 10 percent Oriental and other.

Heretofore, although many Berkeley teachers had taught children of varied racial and ethnic backgrounds, most of them functioned in a kind of racial and professional isolation. The school district decided that one part of a comprehensive inservice program conducted in preparation for integration would be an unprecedented program of teacher exchange, which would end these two kinds of isolation and improve teaching generally.

Prior to the initiation of the exchange program, officers of the local teachers associations were invited to participate in a series of planning meetings. These officers emphasized the need for the continual involvement of teacher representatives during the year for the purpose of teacher feedback, modification of the program, and future planning. They further recommended that a broader representation of teachers serve as an ongoing committee. Consequently, two teachers from each of the 14 elementary schools formed a committee to evaluate the exchange program and to participate in planning an extensive inservice program.

The teacher exchange program continued through the 1967-68 school year. Fourteen full-time teachers were hired as Visiting Exchange Teachers. These VETS moved into classrooms to free over 450 regular teachers to take turns spending four days visiting schools in different parts of the city. The teacher exchange program had three phases. In Phase I, teachers from schools in the flats went to schools in the hills. Phase II sent hill teachers to the flats. In Phase III, mid-city teachers spent two days in the hills and two in the flats.

Visits included discussions with staff members of the host school and a tour of the school, but the visiting teacher spent most of his time in the classroom to which he was assigned. On paper, the schedule called for two days of classroom observation in the host teacher's room and two days of actual teaching while the regular teacher visited elsewhere. This, however, was not a rigid pattern and many teachers joined in immediately as a second teacher while others worked from the first with groups or individuals.

The effect of the exchange was not too noticeable at first. After a few weeks, though, a dialogue began running through all the schools and involved the entire community of educators in discussion of techniques and attitudes, and of ways of teaching and working with children. Ways of teaching were challenged. Innovative teachers and conservative teachers confronted each other. No one escaped without some self-evaluation.

The initial reason for the exchange had been racial exposure, but as teachers' reactions came in, emphasis shifted. The exchange, in and of itself, became a prime reason for its operation. Teachers cited the great value of being able to see how others operate.

Some teachers commented that, as a result of the visitations, they had a clearer picture of themselves and that the exchange of ideas broadened their own teaching. They stated that freely observing and entering into a teaching situation was worth much more than courses in educational theory. Many teachers felt that being able to see other classroom teachers at work helped in self-evaluation of what they were doing in their own rooms. "I saw new ways of meeting old needs," said one.

By the end of the year, Berkeley teachers were no longer isolated in their individual classrooms. Visiting and host teachers arranged joint class field trips and outings. Crosstown faculty meetings became a new happening. The teachers of the district were on their way to becoming a district-wide family. A sense of teamwork had developed, of involvement in a total system. •

LOCAL ASSOCIATION OF THE MONTH

The Vancouver (Washington) Education Association

FOUNDED: 1932
MEMBERS: 771
DUES: $53 ($102 unified)
OFFICERS: President, president-elect, secretary, treasurer
STAFF: Executive director, secretary
HEADQUARTERS: 2729 East Evergreen Boulevard
Vancouver, Washington 98661

Moving from Frustration to Achievement

• **In the beginning, frustration. The Vancouver Education** Association had no phone or regular address or paid staff. Elected officers had no office space and moved the association files to each new president's school or car trunk. Once action programs were instigated, they were rarely continuous. Lines of communication with the school board and superintendent were ineffective and unproductive. Officers talked endlessly and hopelessly of what ought to be done.

From the bitterness and frustration that was the product of the hopelessness of their positions came the desire to establish a new direction for the association. A membership goal of 700 unified members was established, and the result was an enrollment of 771 this year, a 95.4 percent achievement of potential.

The new vitality of the association has produced community respect, and the working relationships with the school board and superintendent reflect a rapport that has resulted from the association's continuity of work with them.

The change began when leaders and membership became deeply involved in talking through their problems. Committees became committed to long hours of planning and action. Certain needs became evident: the need for continuity of program, for the space and sense of identity created by a permanent office, for a structure that would enable the membership to have true representation. A membership poll brought approval from 96.5 percent to increase local dues from $12 to $53 and to hire an executive director. Today the total unified dues are $102 a year. Because the association has a growth potential of 30 to 40 new teaching positions each year, it can look forward to modest budget increases each year without raising its dues.

As a part of its continuing program, the VEA negotiates for teachers. Because the association enrolls members from the Washington State Schools for the Blind and the Deaf as well as from the Vancouver public schools, it must negotiate at both state and local levels. So far, it has satisfied both state and local employees.

It is now working toward establishment of a master agreement known as the "Personnel Policies Handbook," a document that will serve to draw together the results of countless long hours of teacher involvement in discussion and decision making. The handbook will result in major curriculum changes, new and supplementary textbook selection and adoption, program development and implementation, and program innovations—all of which mean a more creative teaching and learning environment for the boys and girls of the Vancouver area.

The investment that members make in the association through dues brings high dividends in areas other than teaching conditions and the improvement of instruction. In addition to achievements gained through negotiation, VEA members have improved medical and insurance programs, discount buying for drugs and automobile tires, and free checking account service in the local bank. These benefits, of course, are in addition to state and national insurance and investment opportunities.

Members now feel closer identification with their local association. They are encouraged to bring their concerns to their faculty representatives and there is little need for boiler room grousing among members. The faculty representatives are policy-making members of the Representative Council, the association's governing body, and thus are in position to directly reflect membership concerns.

Teacher members, who feel that their association office has given them a positive identity in the community, visit the new office for information and materials. In addition, the office staff uses the telephone freely in communicating with individual members.

The membership of the association has become very active in the community, particularly in legislative matters. In January, the Legislative-Citizenship Committee, working in cooperation with the Citizenship Committee for School Support and the district PTA council, was instrumental in organizing one of the most effective local levy campaigns in the long history of the state special-levy elections. Under state law, 40 percent of general election voters are needed to validate the levy election, and 60 per cent of these must vote favorably. The election was approved by 80.59 percent, one of the highest in the community's history.

In February the association organized a Problems

of Youth conference, which involved young people, parents, clergy, law-enforcement officers, educators, technologists, and other community groups in group discussion. This was a part of the process of continuing dialogue designed to help resolve problems of interest and concern to all segments of the community.

VEA has discovered that when local citizens see educators at work and heavily involved in improving education in a variety of ways, they respond more vigorously in their support.

The association works closely with the Washington Education Association on legislation. A number of VEA members are dues-paying members of the WEA political-action arm. The VEA also interviews local candidates for political office, asking basic questions on school legislation. During the legislative session, a folder is provided for each school faculty giving names and addresses of legislators, instructions on WEA-supported bills, suggestions on what to say to legislators, and when and how to write to them. Each faculty also receives a supply of paper and envelopes on which to write to their representatives in the legislature. When members wish to attend sessions of the legislature, the association organizes car pools and provides floor passes.

Because communication is vital in this type of activity, a telephone chain links the state association's legislative regions. VEA cooperates extensively with this chain as well as with 15 other local associations in its legislative district and with state groups in its legislative region that have similar legislative aims. The association newsletter can get information out in a day's time with the "Leg.-O-Gram," which discusses current legislative issues.

As a result of these activities, community attitude toward teachers is one of warm acceptance. Candidates for office and those already in office are sensitive to VEA's support and appreciate it.

"How's the homework in the schools in this area?"

When new teachers arrive in Vancouver, they are oriented to the association as a part of the total orientation program. They are guests of the association at an early fall luncheon and are invited, indeed urged, to attend meetings of the legislative council so that they will become familiar with association issues.

The Committee for Teacher Education and Professional Standards is developing a program for noncertificated teacher aides and seeks to promote good working relationships between the aides and the teachers.

The association communicates freely with members as has been indicated. In addition, reports of executive board or council meetings go out by the *VEA Hot Line.* A monthly publication offers a column where members are encouraged to "talk back" to officers. Minutes of meetings are rapidly typed and duplicated for distribution. (The association finds that a highly competent office secretary is an important part of securing effective, rapid communication.)

Faculty representatives, who are faithful in attendance at council meetings, not only communicate directly with the membership but search out issues that need to come before the association and that stimulate growth.

It has become most apparent that the Vancouver association has greatly increased its impact and influence since moving into its own office and into an effective direct program. The association has utilized the services of WEA and NEA for nearly all phases of program development and continuity. It must be noted that through a total and completely unified effort a relatively small urban association can attain goals worthy of much larger associations.

There is no "secret to success" in Vancouver. Achievement of goals that VEA has realized is the result of many, many hours of hard work, creative planning, and careful organization. The association's procedure, program, and progress are perhaps summarized by the executive director:

"The unified dues of $102, in combination with the concerted effort and continuous involvement of great numbers of the membership, has resulted in increased awareness of and participation in the VEA by individual members. As an example, many members including myself spent eighteen to twenty hours a day working on the special levy campaign. No one complained. Everyone thought the involvement was great."

—**Dorothy Brooksby,** *organization specialist, NEA Division of Affiliates and Membership;* **George S. Green,** *Northwest regional director, NEA.*

THE FACTS ARE . . .

• **The Youth Franchise Coalition was recently organ**ized in Washington, D.C., to lobby—on the state and national levels—for an 18-year-old minimum voting age. Initiated by NEA, the coalition includes representatives from the U.S. Youth Council, AFL-CIO, National Student Association, Young Republican National Federation, Young Democratic Clubs of America, NAACP, New York State Vote 18 Committee, and YMCA.

The framers of the U.S. Constitution left the matter of voting requirements to the states. Most have set the minimum voting age at 21. (This age is a carryover from old English custom. At 21, a man could be knighted because he was considered strong enough to bear the weight of his armor.)

Since voting-age requirements now vary from state to state, one way to insure a uniform voting age is to amend the U.S. Constitution. Such an amendment would require a two-thirds vote in both houses of Congress and ratification by three-fourths of the state legislatures.

The idea of a constitutional amendment to lower the voting age is not new. In 1942, a proposal for a constitutional amendment to lower the voting age to 18 was introduced in Congress. Senators and Congressmen have championed similar proposals in every term of Congress since then.

In his 1954 State of the Union message, President Dwight Eisenhower urged the Congress to "propose to the states a constitutional amendment permitting citizens to vote when they reach the age of 18."

President John Kennedy asked Congress to enfranchise 18-year-olds in the District of Columbia in 1961. Two years later he called for a special commission to study the reasons for the low voter turnout in America and to recommend solutions for this problem. On the question of the lowered voting age, the President's Commission on Registration and Voting Participation stated: "We believe that each state should carefully consider reducing the minimum voting age to 18."

In June 1968, President Lyndon Johnson asked the Congress to pass a constitutional amendment to lower the voting age to 18. And President Richard Nixon has also indicated that he favors a lowered voting age, although he has made no definite proposals to the Congress as yet.

There are about 10 million in the 18-to-21 group. Lowering the voting age to 18 throughout the country would increase the potential electorate by almost 10 percent.

Only four states allow citizens under 21 to vote. Georgia and Kentucky permit 18-year-olds to vote; Alaska, 19-year-olds; Hawaii, 20-year-olds.

Nearly every state has considered proposals to lower its voting age. Recently, such measures have failed in Missouri, Nebraska, North Dakota, and Oklahoma; and the voting-age question is now an issue in several states, including Wyoming, Nevada, Washington, Montana, and Texas.

The minimum voting age is 21 in most countries. However, some, including Uruguay, Brazil, Israel, Japan, Nationalist China, and South Vietnam, permit youths under 21 to vote. Five Canadian provinces have lowered the voting age for provincial elections—in Quebec and Saskatchewan, to 18; in Newfoundland, Alberta, and British Columbia, 19. Married 18-year-olds can vote in Mexico; unmarried youths must wait until 21.

Many backers of the lowered voting age claim that young people today are better educated and more mature than their parents and grandparents were at the same age. For example, in 1920, only about 60 percent of the 14-to-17 age group were in school and only 17 percent actually graduated; about 8 percent of the 18-to-21 age group were enrolled in colleges. Today, more than 94 percent of young people in the 14-to-17 age group are in school, more than three-quarters receive diplomas, and about 50 percent receive some form of higher education.

On the question of whether 18-year-olds are mature enough to be given the responsibility of voting, Senate Majority Leader Mike Mansfield of Montana has said, "To cling to the belief that 18-year-olds are not responsible or sufficiently mature to exercise the right to vote is to fail to face the issue squarely or fairly. . . . The age of 21 is not simply the automatic chronological door to the sound judgment and wisdom that is needed to exercise the franchise of the ballot, or, for that matter, to assume any other responsibility. Indeed, it is the age of 18 that has long been regarded as the age when young people 'try it on their own' and become responsible for themselves and for others."

Other advocates of a lowered voting age have pointed to the fact that four states now allow those under 21 to vote. "Does this mean that the other states . . . are denying equal voting rights? If the young voters of these four states should provide the margin of victory in a close presidential election, the need for a new national uniform voting age would be unmistakably evident," comments a *Washington Post* editorial.

And what of campus demonstrations? New York Senator Jacob Javits reasons, "We all realize that only a tiny minority of college students on these campuses engage in unlawful acts. But these deplorable incidents make a point. There is really no excuse for such acts of civil disobedience at any time in a nation that guarantees the right of orderly protest and redress of grievances through the ballot box. I am convinced that self-styled student leaders who urge such acts of civil disobedience would find themselves with little or no support if students were given a more meaningful role in the electoral process."

Other advocates of allowing citizens under 21 the

franchise often point to the ballots-and-bullets argument—"If they're old enough to fight, they're old enough to vote."

In introducing his ninth resolution for a constitutional amendment to extend voting to 18-year-olds, West Virginia Senator Jennings Randolph stated to the 91st Congress: "Youth faces a military obligation. Our Selective Service System is authorized to draft young men of 18. . . . Young men under arms are carrying out the policy of our nation without the privilege of participating in the determination of that policy."

Those who oppose a lowered voting age do so on a variety of grounds. Florida Senator Spessard Holland claims that "leaders of radical movements understand that patience is not a particular virtue of the young and that radicalism has had its greatest appeal to the youth between the ages of 18 and 21. . . . So it was with Hitler and Mussolini. They advocated and accomplished the granting of the vote of the 18-year-olds. Today we have witnessed the troubles on the Berkeley campus, we have witnessed the sit-in at Howard University. . . . The militants effectively achieved the closing down of the university by taking over the administration building and the university switchboard. Such action, which stemmed from a few leaders, rapidly spread to the more young and less mature teen-agers who followed the leaders. . . . Today no issue is too cosmic or too peripheral to launch a student power demonstration."

In many states, 21 has been set by law as the minimum age to enter into a contract that is legally binding, to marry without parental consent, to buy alcoholic beverages, and to execute a will. Iowa Senator Jack Miller says that "to bestow political rights and responsibilities on such persons would seem most premature unless the states also lower their age of legal consent for various activities."

But not all critics are concerned with the voting age as such; in fact some may even favor a lowered voting age. But, they do oppose a constitutional amendment to lower the voting age on the grounds that the Founding Fathers left the matter of voting requirements to the individual states. To set up a federal regulation on this matter would be just another infringement of states' rights, they say.

The year 1968 was a key one in the voting-age controversy.

At the national convention in Dallas, the NEA delegate assembly passed this resolution: "The NEA believes that the learning and participation of youth in the democratic life of school prepares them for responsible citizenship. The Association recommends that the right to vote be granted to citizens at the age of 18."

In Miami Beach at the GOP convention, delegates affirmed: "In recognition of the abilities of these younger citizens, their desire to participate, and their service in the nation's defense, we believe that lower age groups should be accorded the right to vote. We believe that states which have not yet acted should reevaluate their positions with respect to 18-year-old voting, and that each such state should decide this matter for itself. We urge that the states act now."

The Democrats at their Chicago convention stated: "We . . . welcome the bold thinking and exciting ideas of youth. We recognize, with deep satisfaction, that their healthy desire for participation in the democratic system must lead to a series of reforms in the direction of a greater democracy and a more open America. . . . We will support a constitutional amendment lowering the voting age to 18."—E.E.

NEA SPECIAL SERVICES

Tax-Deferred Annuity Program

• **The new NEA Annuity Program offers** an opportunity to save current tax dollars by "sheltering" a portion of current income from federal income tax.

Through the NEA Tax-Deferred Annuity, you may elect to have your employer, usually the school board, use a portion of your salary to purchase an annuity for you. The money used to purchase the annuity will be excluded from your current income and will not be taxable until it is paid to you after retirement. Dividend accumulations and interest earnings on the annuity are also excluded from your current income until the money is withdrawn, either as a cash settlement or in annuity payments.

After retirement, you would normally expect to secure tax savings through the double exemption at 65 and there's the probability that you will be in a lower tax bracket due to a reduced income. In the meantime, you will have actually used your tax savings to build up a retirement estate through a tax-deferred annuity.

Here's how it works. Consider a single teacher earning $7,200 a year who has an annual annuity payment of $1,200, the maximum annuity contribution permitted under the Internal Revenue Code. This maximum annuity payment would reduce his annual gross income to $6,000. Tax on the reduced income (based on the 1968 federal income tax table and using the standard 10 percent deduction) would be $931, instead of $1,187, the amount payable on the entire $7,200 of earnings. Through the NEA Tax-Deferred Annuity Program, this teacher would benefit from $256 in tax savings.

Although tax savings are a most attractive feature, the primary reason for purchasing an annuity is to provide retirement income. Through the annuity principle, you can provide an income that cannot be outlived, unless you select an option for payments for a fixed number of years.

In planning for the future, teachers in most states have the option of selecting a fixed dollar accumulation or a "variable" accumulation based on equity investments or a combination of both. The equity-based accumulation offers a hedge against inflation, while the fixed-dollar accumulation offers guaranteed stability.

The NEA Tax-Deferred Annuity Program offers flexibility at a low cost to the participants. In addition, individual counseling is available to NEA members through trained representatives. For more information and a prospectus describing the NEA Annuity Program, write to the National Education Association, Tax-Deferred Annuity, Post Office Box 1088, Springfield, Illinois 62705. •

Ethics and Student Tours

• **With increasing frequency, teachers and students** are benefiting from student tours abroad. Particularly when such tours are developed as a part of the school system's enrichment curriculum, they can offer extraordinary educational opportunity.

However, as commercial companies begin to compete for the travel dollars from this market, problems sometimes arise. An article entitled "Student Travel-Study Abroad" in the March 1968 NEA JOURNAL points out some of the difficulties of tours which, though promoted as educational, are primarily sightseeing. The article warns teachers of the danger of becoming unwary agents of some companies that are unable to fulfill their commitments and mentions the possibility of an ethical violation arising through conflict of interest or exploitation of students.

Because the activity of commercial tour promoters is increasing and teachers are being solicited to affiliate themselves with these programs in return for free trips or salary, the NEA Committee on Professional Ethics feels compelled to comment further on the possibility of ethics infringements. The Committee does this with no intention of disparaging the value of school-sponsored programs or of reflecting on teachers who carefully separate their involvement in commercial programs from their direct influence over children in the classroom.

Three provisions of the Code of Ethics of the Education Profession appear to speak directly to the issues of tour promotion and tour conducting in cases when the teacher is working as an agent of a commercial company or where a commercial company is soliciting business from within the school.

> The educator—
>
> I-6: Shall not use professional relationships with students for private advantage.
>
> II-4: Shall not use institutional privileges for private gain. . . .
>
> II-5: Shall accept no gratuities, gifts, or favors that might impair or appear to impair professional judgment. . . .

For example, the teacher who is receiving a commission for each child he is able to sign into a commercial tour and who uses his classroom as a forum to promote this activity is probably committing a violation of I-6. Likewise, the teacher who uses his class roll as a mailing list for promotional material or who uses his position as a child's teacher as a means of reaching parents in order to sell them something is probably misusing his position for private gain.

What are the "institutional privileges" mentioned in II-4 whose misuse might be an ethical violation? Clearly, such practices as using school materials to print advertisements or using the school duplicating machine to produce commercial materials would be included among violations. Probably violative, though perhaps not so clearly, would be the use of the announcement period during school assembly or use of the school bulletin board to promote a commercial venture from which the teacher is deriving profit. What are the criteria to distinguish an institutional privilege in such a case? A good test might be whether the privilege is available to the public at large or at least available to similar competitive commercial concerns. If it is not and the teacher uses it for personal profit, it is probably violative.

Section II-5 is probably violated if a teacher appears to be giving better grades or some other advantage to those students who are participating in a commercial endeavor that he represents. This can be difficult, for the best foreign language students may be the ones who initially express interest in an overseas tour, and therefore the "paying customers" may be the ones who are already getting the best language grades. But if word should get around that a student can virtually assure a passing or better grade by participating in the teacher's commercial venture, a question of ethics arises.

Of course, a problem can also be presented by the student who feels intimidated by the teacher because he is not participating in a commercial venture that the teacher is promoting. The intimidation might not be real, but if the student feels it to be, the teacher has a problem on his hands.

In the Committee's opinion, for a teacher to promote with his own students a tour from which he will receive some pecuniary benefit presents so many areas of possible violation that the practice should almost never take place. When the tour is planned by the school district as part of an educational program, the teacher's contracted services for salary place him in an entirely different position, and the dangers of commercial exploitation virtually disappear. The teacher who does participate in a commercial tour for personal profit becomes less liable to the dangers of exploitative ethical violations the further the promotion is removed from his own students or school district.

For further information write to the NEA Ethics Committee, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. •

NEW NEA PUBLICATIONS

This listing is prepared monthly to keep members informed of the newest professional books, pamphlets, and audio-visual materials published by the NEA and its units.

Anger in Children: Causes, Characteristics, and Considerations (#1). Focuses on the types of anger and their physiological effects and practical ways in which teachers can cope with angry children in the elementary classroom. 32 pp. 75¢. Stock No. 281-08752. Department of Elementary-Kindergarten-Nursery Education.

Curriculum Materials 1969 (#2). Lists curriculum materials exhibited at the 1969 ASCD Conference held in Chicago, March 16-20, 1969. 72 pp. $2. Stock No. 611-17784. Association for Supervision and Curriculum Development.

Education for Effective Parenthood (#3). Brings together suggestions for initiating a parenthood education program with a laboratory for the young child as the educational center of that program. Describes successful laboratory home economics programs in schools. 32 pp. $1. Stock No. 261-08400. Department of Home Economics.

Evaluation of Teacher Salary Schedules, 1966-67, 1967-68, and 1968-69 (#4). Research Report 1968-R14. Reports evaluation scores for salary schedules of individual school systems for three years on the basis of the same instrument. 161 pp. $3. Stock No. 435-13370. Research Division.

Federal Aid: New Directions for Education in 1969-70 (#5). Reports on legislation enacted by the 90th Congress covering higher education, vocational education, handicapped children, juvenile delinquency, professional development, the bilingual and dropout programs, and educational appropriations. Uses tables and charts to detail and compare appropriations of USOE and ESEA activities. Includes a state-by-state listing of Title I, ESEA, allotments, and a complete breakdown of all federal aid-to-education programs administered by USOE. 48 pp. $3. Stock No. 411-12734. National School Public Relations Association.

A Guide to Human Rights Education (#6). Bulletin No. 43. Outlines the history of human rights progress, reprints the texts of important human rights documents, and makes a number of valuable teaching suggestions. Includes an introductory chapter by Chief Justice Earl Warren. 160 pp. $2.25. Stock No. 498-15228. National Council for the Social Studies.

Healthful School Environment (#7). Discusses the emotional setting of the classroom, the classroom teacher and public health, the school administrator and the environment, and the environment as a tool for health education. 312 pp. Cloth, $6, Stock No. 381-11860; paper, $4, Stock No. 381-11858. National Education Association/American Medical Association Joint Committee.

How To Teach Measurements in Elementary School Science (#8). Tenth in the "How To Do It" series. Shows how students can develop concepts about measurement and extend understanding by using measurement tools. 12 pp. 35¢. Stock No. 471-14580. National Science Teachers Association.

Knowledge and Understanding in Physical Education (#9). Covers activity, effects of activity, factors modifying participation in activities, and the nature and use of standardized tests. 136 pp. $2. Stock No. 245-08040. American Association for Health, Physical Education, and Recreation.

Life Skills in School and Society (#10). 1969 Yearbook. Presents views of authors who believe that education will be truly functional and relevant only when individuals acquire those skills which make it possible to relate and interact within the finite and infinite worlds of which they are a part. 184 pp. $5.50. Stock No. 610-17786. ASCD.

More Topics in Mathematics for Elementary School Teachers (#11). Thirtieth Yearbook. Gives the modern approach to the ten basic topics of elementary mathematics: the systems of integers, rational numbers, and real numbers; logic; graphs; relations and functions; informal geometry; measurement; collecting, organizing, and interpreting data; problem solving; symmetry, congruence, and similarity. 625 pp. $7.50. Stock No. 300-09362. National Council of Teachers of Mathematics.

1969 AASA Convention Reporter (#12). Highlights of the annual convention in Atlantic City, February 15-19. 24 pp. $1.50. Special discount: five or more copies, $1.25 each. Stock No. 411-12738. NSPRA.

1969 NASSP Convention Reporter (#13). Highlights of the annual convention in San Francisco, March 1-5. 24 pp. $1.50. Special discount: five or more copies, $1.25 each. Stock No. 411-12736. NSPRA.

Research Abstracts in Rural Education (#14). Acquaints the rural educator with the latest research and development findings relating to rural education, small schools, Indian education, migrant education, Mexican-American education, and outdoor education. 70 pp. $2. Stock No. 451-13776. Department of Rural Education and Educational Resources Information Center Clearinghouse on Rural Education and Small Schools.

Self-Evaluation Checklist for Graduate Programs in Health, Physical Education, Recreation Education, Safety Education, and Dance (#15). Standards for the organization and content of graduate programs in these areas, including a checklist for institutions and faculties to conduct a self-appraisal. 24 pp. $1. Stock No. 240-08034. AAHPER.

Sex Education in Schools (#16). Reports on programs in operation; gives guiding principles for establishing a broader program of sex education and family-living education from a state which has pioneered in this field; and advises on how to win community support for a sex education program. Includes a chapter for parents and an extensive bibliography. 48 pp. $3. Stock No. 411-12732. NSPRA.

State Minimum-Salary Laws for Teachers, 1968-69 (#17). Research Report 1968-R15. Presents major provisions of the laws and state-by-state summaries. 44 pp. $1. Stock No. 435-13372. Research Division.

Teachers for the Real World (#18). Presents the rationale and broad outline of a program for preparing teachers, with special emphasis on teaching the disadvantaged. 200 pp. $5. Stock No. 011-00230. American Association of Colleges for Teacher Education.

Tips for the PR Chairman (#19). Discusses the philosophy and activities which make up a public relations program for education associations. 28 pp. $1. Special discount: 10-99 copies, 20%; 100 or more copies, 50%. Stock No. 391-12022. Division of Press, Radio, and Television Relations.

To order, list on a separate sheet the title, stock number, price, and quantity for each item desired. Discounts on quantities are as follows: 2-9 copies of the same title, 10%; 10 or more copies, 20%. This discount does not apply to #12, #13, #15, #16, #18, and #19. Mail order to NEA Publications-Sales Section, 1201 16th St., N.W., Washington, D.C. 20036.

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UNFINISHED STORY

WHAT SHOULD GWENDOLYN DO?

". . . So Gwen and Marie and Carol may go to the study room and practice their play. The rest of you will work on your special projects here." Mrs. Brunner put down the chalk and her eye caught Gwen's. "Is anything wrong, Gwen?"

Everything's wrong, Gwen wanted to answer. Instead, however, her cheeks flushed and her throat tightened and she said quickly, "No, Ma'am."

She'd done it again. She couldn't speak up. She'd even been asked point blank, but she simply couldn't put her feelings into words. Gwendolyn opened her desk and took out the play that she and Marie and Carol were rehearsing for the fifth-grade program.

Marie and Carol had already left the room, and Gwendolyn followed them slowly down the hall. All she would have had to say was, "I don't think we need any more practice, Mrs. Brunner. We know it well enough now." That's all. Of course, the girls would have glared at her, but she'd have felt better to have said what she felt. Instead, she would spend another boring hour listening to Marie and Carol giggle and cut up when she would far rather be doing something else. But how was Mrs. Brunner to know if no one told her?

This one time wouldn't matter so much, Gwen decided glumly, if she hadn't been afraid to speak up a hundred times before. Whenever Gwen was asked an opinion, she clammed up. Whenever she disagreed inside, she agreed on the outside. Whenever her head said, "No," her mouth said, "Yes." And whenever it happened, she hated herself a little more.

It was a problem she couldn't even discuss with her parents. Mother reacted exactly the same way as Gwen, and Dad was even worse. The two never argued about anything. If they disagreed, they merely stopped talking for a while until finally the disagreement got pushed aside without their ever talking it out.

So Gwen had never really learned to express herself. She wished desperately that she could speak up the way the other children did. But how could she learn to do it? What should Gwendolyn do?

Thoughts To Think Aloud:

1. Is it true that we usually behave much as our parents do?
2. What are one or two steps Gwen might take on her own toward speaking up?
3. What are some of the reactions Gwendolyn might get when she first begins expressing her honest opinions? How might she handle them?

The editors present this story for classroom use as a basis for group discussion, role playing, or creative writing. They also call attention to a booklet containing 44 of the most popular unfinished stories, now available for 75¢ (2-9 copies, 10 percent discount; 10 or more copies, 20 percent discount) from the NEA Publications-Sales Section, 1201 16th St., N.W., Washington, D.C. 20036. Ask for Unfinished Stories for Use in the Classroom. *Stock No. 381-11766.*

For information about 8mm and 16mm color films based upon some unfinished stories, write to: Educational Systems Division, Doubleday & Co., Inc., Garden City, New York 11530.

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IDEA EXCHANGE

TODAY'S EDUCATION *will pay $5 for each item used in "Idea Exchange" that has been prepared and submitted by an NEA member and that has not been published previously in a periodical having state or national distribution. (Please include your home address as well as your school, position, and zip code.)*

Air Power

My sixth grade science class and I demonstrated how salvage crews manage to surface sunken ships.

We filled a glass aquarium with water and held a large, small-necked bottle under the water until it filled completely with water and sank to the bottom.

Next, we inserted a length of hose well into the body of the bottle and began forcing air back into the bottle by blowing through the free end of the hose.

As air gradually entered the bottle, driving out the water, the bottle rose slowly—bottom first—until it reached the surface of the tank and floated there.

Through discussion, the class discovered that compressed air can help raise sunken ships by emptying their water-filled compartments.

—Dutchie S. Riggsby, *sixth grade teacher, Troy (Alabama) Junior High School.*

Simple Storage System

Here is a neat device for storing large cutout letters for bulletin boards and displays:

Cut off the tops of 24 half-pint milk cartons and staple them together in four rows, six to a row. You now have a separate container for each letter of the alphabet from A through W; X, Y, and Z can go together in the last container.

Storing your letters in these cartons will keep them free of creases or frayed edges and enable you quickly to locate those you are ready to use. And if you will take just a little time at the beginning of the school year to cut out a supply of letters in a variety of colors, you will later find yourself changing bulletin boards with a minimum of effort.

—Ellen Konwiser, *third grade teacher, Salem Drive School, Whippany, New Jersey.*

Project Mural

To accompany a unit on the metropolis, my third graders planned a stitchery mural. They began by painting downtown scenes that I then taped on the wall. Next, the art helping-teacher chose parts from some of the pictures that she thought would be especially appropriate for a mural: Scott's skyscraper with the pointed roof, Jay's building with the flag on top, Paul's modern structure, Tad's helicopter, Chris' milk truck, Timothy's fire engine.

The children decided to make a downtown-at-night scene in stitchery on dark blue burlap. They lightly outlined their contributions with chalk on the burlap. The child I least expected to do so offered to stitch the full moon in the night sky.

At first, I worked after school with three or four children to show them how to proceed. They in turn helped others. We discussed courtesies and attitudes required when many are planning and sharing the execution of a large project. One boy quickly agreed that he had had a fair share in the stitching and that another should have an opportunity to do more. Suggestions kept coming up on ways to improve the scene, such as adding glowing light in a number of the dark windows, because some people in a big city work at night.

This project drew the children together and gave them a special interest in each other. When the mural was finally hanging in our room, they would often pause by it and stroke the yarn. Last fall, some came to ask, "Where is our mural?" It now hangs in the hall on the way to the library where everyone can enjoy it.

—Catherine Howard, *third grade teacher, Little Run School, Fairfax County, Virginia.*

Dart Game in Geography

If you have a cork bulletin board, your class can play a map game that arouses great interest in learning.

Use the overhead projector to outline a map of the desired size. Cut maps in the shapes of different countries out of different colors of construction paper; leave them blank and staple them to the bulletin board.

Students divide into teams and throw darts at the map. A team member makes points for his side by naming the country, state, capital, product, or whatever geographic features apply to the spot where his dart lands.

If you are using a map of the United States, and Texas is too often the target, ask the teams to aim at only specified areas east of the Mississippi, Rocky Mountain states, Canadian border states, and so on.

—Val R. Cheatham, *fifth grade teacher, McLean School, Wichita, Kansas.*

Teamwork in the Early Grades

By means of a simple organizational plan, every child in my room takes active part in small-group sessions in which he shares written stories, art projects, show-and-tell items, and the like.

From a checklist of names, I pick certain children to be the leaders of groups of four or five of their classmates, depending on how many are in the class. Each remaining child then selects the leader he wants.

I find it advisable to call on a small number of children to select their leaders, then on a few more, and a few more, until the whole class consists of groups.

TRAVEL NEA

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Understanding Mexico (M-1) is a 23 day tour starting from San Antonio on July 1 priced at $398. Includes historic and culture centers, a week in Mexico City, and trip down from the cool plateau to Acapulco.

Mexico—The Old and the New (M-2) starts and ends at Mexico City, July 19-August 7, for $398. More than a week in Mexico City also San Miguel de Allende—Guanajuato—Guadalajara—Patzcuaro—Morelia and Taxco. Optional extensions to Acapulco and Puerto Vallarta.

Seeing Mexico (M-3) is a 30 day view of Mexico in depth, starting July 11 from San Antonio, offered in cooperation with Western Illinois University—$525 (including tuition). A glorious mix of education with recreation: includes Saltillo—St. Louis de Potosi — Guadalajara — Uruapan — Patzcuaro Morelia — Taxco — Puebla and Monterrey. Twelve days in Mexico City allows for optional side trips to Acapulco and Oaxaca.

Around South America SA-1, for $1548 July 7 to August 6, and **Around South America SA-2** co-sponsored by Western Illinois University for $1595 (including tuition) June 30-July 30. Both jet from Miami. Explore the continent of European sophistication, Spanish charm and Inca grandeur. See ultramodern cities, tropical forests, mysterious ruins of past civilization and fertile pampas.

Both tours cover much the same itinerary and principal South American cities, but **SA-1** includes Iguassu Falls and Montevideo, while **SA-2** takes in Belem, Manaus and Brasilia, and offers an optional extension to Cuzco and Machu Picchu, the lost city of the Incas. **SA-1** offers an optional extension to Brasilia.

Send colorful brochure and application.

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In this manner, I can break up cliques, separate children who do not work well together, or arrange for particular children to experience new groups.

Group leaders call on their members for contributions. Each group can then vote on which contribution it wishes to present to the entire class.

The teacher who follows this plan—if he establishes behavior standards before the groups form—will find more and more that his whole class is working in small groups, with only a murmur to be heard in the room.

—Charlotte T. Smith, *second grade teacher, East Avenue School, Livermore, California.*

The Bug House

Since we added a "Bug House" to our room, my kindergartners have become more interested in the study of insects (part of our continuing unit on outdoor education).

Rarely a day passes that someone doesn't bring in a new inhabitant for the Bug House—which is a simple transparent plastic storage box with a cover elevated by window screen.

Although the children can't read, they are learning to use reference materials as they look through books for pictures to identify the specimens by shape, size, and color.

—Eleanor Kluender, *kindergarten teacher, Roy Spalding School, Glen Ellyn, Illinois.*

The "Unfinished Story" in the Classroom

The unfinished stories from TODAY'S EDUCATION provide a good vehicle for combining language arts with problem solving.

My class acts out the stories, presenting them as plays. The students choose a story, and several children take the parts of its characters; the rest of the class makes up the audience.

Afterward, we hold a panel discussion about possible endings to the story. Often an "Unfinished Story" stimulates the children to write their own stories.

—Sherry Kolset, *third grade teacher, Vista La Mesa School, Lemon Grove, California.*

Extortion and the Child

Washington, D.C., *Evening Star* reporter Miriam Ottenberg, in an article for her paper, discussed the problem of extortion faced by students in some schools and gave ways to combat it. Students, she said, don't have to suffer in silence and fear while young hoodlums take away their lunch money. Extortion can be stopped.

Police departments have school liaison officers who will speak about the problem to school assemblies and who will work with principals, teachers, and parents to help solve the problem.

However, in order to help, police liaison officers need to know who is doing the extortion. Yet children and even some parents hesitate to identify an extortioner for fear he may try to retaliate. They should be helped to realize that officers try to ensure against reprisals by taking the accused into custody and talking to him in such a way that he will be very reluctant to take it out on the students.

The *Star's* "Action Line" staff suggests that teachers advise their students:

- If a tough boy tries to stop you on the street and ask for money, say you haven't any and keep on walking.
- If he follows you, go into a store or run up on a porch and knock on the door for help. Don't go into an apartment house. It's too easy for him to corner you in the hall.
- If he should corner you, don't resist but try to keep calm so you can identify him later.
- If you don't know his name, notice what he's wearing and try to remember where you saw him before—in class, coming out of his homeroom, talking to someone you know. Any clue will help identify him.
- If he gets out of a car to threaten you, remember the license number and write it down as soon as possible.
- If anyone demands your money, be sure to report it. If your tormentor isn't stopped, he'll try to get your money again—and again.

BOOKSHELF

Best Books for Young Adults, 1967-68

• **This list presents adult books of the** past year recommended as good recreational reading for young adults. It was compiled by a committee of the Young Adult Services Division of the American Library Association in cooperation with a nationwide group of participating school and public librarians. The 23 books, chosen from over 200 titles considered, were selected on the basis of young adult appeal; they meet acceptable standards of literary merit, and provide a variety of subjects for different reading tastes as well as a broad range of reading levels.

The selection committee included the following: Learned T. Bulman, East Orange (New Jersey) Public Library; Helen W. Cyr, Oakland (California) public schools; Barbara Joyce Duree, *The Booklist* and *Subscription Books Bulletin;* Elizabeth J. Keen, Free Library of Philadelphia; Lora Landers, Hennepin County Library, Minneapolis; Linda F. Lapides, Enoch Pratt Free Library, Baltimore; Rose Moorachian, Boston Public Library; Marion E. White, Redford High School, Detroit; and Eileen E. Burgess, Prince Georges County Memorial Library, Hyattsville, Maryland, chairman.

The Vivero Letter. Bagley, Desmond. The discovery of a sixteenth-century golden plate leads to murder and an ancient Mayan city in Quintana Roo. 1968. Doubleday.

Red Sky at Morning. Bradford, Richard. A wise, wry man-child must cope with an absent father and a sherry-tippling mother, learn to live in a new town, make friends, and finish growing up. Mature readers. 1968. Lippincott.

Paid Servant. Braithwaite, Edward. Too white for a Negro family, too black for a white family, four-year-old Roddy poses a tragic problem for welfare officer Braithwaite, who tries desperately to find him a home. 1968. McGraw. Available in paperback.

Soul on Ice. Cleaver, Eldridge. In a collection of essays and open letters written while in prison, Eldridge Cleaver confesses the inner feelings and drives of the outraged black man in the United States today. Mature readers. 1968. McGraw. Available in paperback.

Or I'll Dress You in Mourning. Collins, Larry and Lapierre, Dominique. Manuel Benitez, an impoverished juvenile delinquent, fought tragedy and hunger to become the highest paid matador in the world and a symbol of the new Spain. Mature readers. 1968. Simon & Schuster.

The African. Courlander, Harold. Captured by slavers in a village raid, Wes Hunu survives the ocean crossing from Dahomey and life on a Georgia plantation. He eventually escapes, hoping that somewhere in America there is a future for him. 1967. Crown.

Growing Up Black. David, Jay, ed. Violence, hatred, and degradation have marked the childhoods of black Americans who lived at different times in U.S. history—from the days of slavery to the present. 1968. Morrow.

The Beatles. Davies, Hunter. John, Paul, George, and Ringo described as interesting, fallible human beings—each quite different from the others, each with his own history, hang-ups, and hopes. 1968. McGraw.

Rosy Is My Relative. Durrell, Gerald. Adrian Rookwhistle inherits Rosy, a lovable, beer-drinking elephant. As they journey through the English countryside to find a circus home for Rosy, their progress is marked by many disquieting events. 1968. Viking.

Tell Me That You Love Me, Junie Moon. Kellogg, Marjorie. Junie Moon, an acid-scarred girl; Warren, a paraplegic; and Arthur, who is suffering from a pro-

(Continued on next page)

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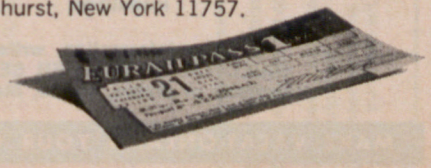

BOOKSHELF

(Continued from previous page)

gressive neurological disease, decide to leave the hospital and set up housekeeping together. Mature readers. 1968. Farrar.

Instant Replay. Kramer, Jerry. In this day-by-day account, the wear and tear on the field and the business deals off the field are equally important to this Green Bay Packers guard. 1968. World.

Child of the Holocaust. Kuper, Jack. Jankel, a young Jewish boy, escapes Nazi persecution in Poland by posing as a Christian, and when the war ends, begins a harrowing odyssey to find his family and his faith. 1968. Doubleday.

The Bears and I. Leslie, Robert. While panning for gold in Canada, the author is "adopted" by three orphan bear cubs whom he has to teach to find food, recognize danger, and share his cabin. 1968. Dutton.

We Won't Go: Personal Accounts of War Objectors. Lynd, Alice, ed. Vietnam protesters, some of whom are pacifists, tell their stories with utter sincerity. 1968. Beacon Press. Available in paperback.

The Salzburg Connection. MacInnes, Helen. Tension mounts steadily as Bill Mathison, a young attorney sojourning in the Alps, finds himself facing a dangerous group of international agents. 1968. Harcourt.

G.I. Diary. Parks, David. In a frank diary, a young Negro draftee tells about his service in the Army in the course of which he experienced a rough year in boot camp and a grim tour of Vietnam. Mature readers. 1968. Harper.

True Grit. Portis, Charles. With her papa's pistol tied to her saddle horn and a supersized ration of audacity, 14-year-old Mattie Ross sets out into Indian territory to avenge her father's murder. 1968. Simon & Schuster. Available in paperback.

Uninvited Visitors: A Biologist Looks at UFO's. Sanderson, Ivan. Using exacting scientific methodology, the author delves deeply into questions like the following: What could UFO's be? Where do they come from? When did they start coming? If they are objects from other planets, what might they want from us? Mature readers. 1967. Cowles.

Peanuts Treasury. Schulz, Charles M. Lucy, the natural born fuss-budget turned amateur psychiatrist; Charlie Brown, the much maligned but dedicated manager of the world's most defeated baseball team; and Snoopy, the only dog in existence with a split personality, devise their own inimitable philosophies to cope with life's adversities. 1968. Holt.

The Biological Time Bomb. Taylor, Gordon. The biological revolution is at hand and in the offing are memory-erasing drugs, choice of sex in offspring, reconstructed organisms, and the indefinite postponement of death. Mature readers. 1968. World.

Letters to a Black Boy. Teague, Robert. A former college football star (now a TV newscaster) voices the frustrations of being considered a Negro rather than an individual. 1968. Walker.

The Double Helix: A Personal Account of the Discovery of the Structure of DNA. Watson, James. A young scientist gives an inside view of how he and a colleague, pursuing fame and the Nobel Prize, managed to discover the structure of DNA, the molecule of heredity. Mature readers. 1968. Atheneum. Available in paperback.

Hunter's Green. Whitney, Phyllis. Returning to Athmore for a reconciliation with her husband, Eve North finds herself the pawn in a deadly game of chess with the black rook out to destroy her. 1968. Doubleday. •

For information about reprints of this list, write to the Young Adult Services Division, American Library Association, 50 East Huron Street, Chicago, Ill. 60611.

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Social Studies

The Far East and Southwest Pacific 1969. Annually revised text on the 17 nations of the area, including information on their history, culture, economy, government, and politics as well as a look into the future of each country. Special emphasis given to China and Vietnam. (One of a series which also includes publications on Africa, Latin America, and the Middle East and South Asia. 1969. 89 pp. $1.75. Stryker-Post Publications, 6330 Utah Ave., N.W., Washington, D.C. 20015.

It's Your World . . . The Grassroots Conservation Story. U.S. Department of the Interior yearbook. Covers fish and wildlife, land, water, mineral and fuel, and human resources. 1969. 96 pp. $2. Cat. No. I 1.95:5. Supt. Doc.

Sociology and Education. The relationship of the public schools and the society which supports them. Examines social institutions, power structure, social class, value patterns, and concepts. 1968. 98 pp. $1.75. Charles E. Merrill Publishing Co., 1300 Alum Creek Dr., Columbus, Ohio 43216.

Sources

Color Filmstrips and Slide Sets of the U.S. Department of Agriculture, MP-1107. Covers such topics as agricultural economics, conservation, civil defense, home economics, marketing, nutrition, and recreation. 1968. 16 pp. Free. Photography Division, Office of Information, U.S. Department of Agriculture, Washington, D.C. 20250.

Directory of Service Organizations. Offers basic principles to follow in finding appropriate service opportunities. Includes names of agencies offering a variety of tasks, both paid and unpaid, full- and part-time, domestic and overseas. Gives examples of ways in which student service activities are being linked with academic sources. 1968. 49 pp. $1. National Service Secretariat, 1629 K St., N.W., Washington, D.C. 20006.

Guide to Government-Loan Film. (16 mm) Synopses of over 900 films of general interest, listed by agency; alphabetical listing of over 2,000 films; comprehensive index to the film of general interest;

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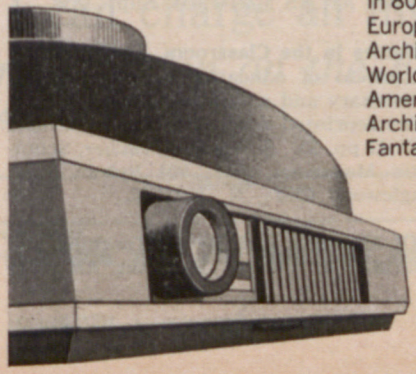

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and sources for borrowing film. 1969. 130 pp. $2, (must be cash orders) for teachers only. Serina Press, 70 Kennedy St., Alexandria, Va. 22305.

Guides to Newer Educational Media, 2d. Ed. Identifies and describes catalogs, lists, services of professional organizations and specialized periodicals which provide information on the newer educational media. These include motion pictures, filmstrips, slides, kinescopes and videotapes, transparencies, and other materials that require special equipment or physical facilities in order to use them. 1967. 70 pp. $1.50. American Library Association, 50 E. Huron St., Chicago 60611.

1969 Cancer Facts and Figures. Basic data and reference material. Revised annually. 32 pp. Other materials available (including films, filmstrips, editorial clipsheets, photographs, and pamphlets) on cigarette smoking, cell growth, research, and cancer control. All materials free from your local unit of the American Cancer Society or National Headquarters, ACS, 219 E. 42nd St., New York 10017.

Teacher Education

Cooperative Planning for Education in 1980: Objectives, Procedures, and Priorities. No. 4 in the series, "Designing Education for the Future." Offers guidelines for establishing strategies to be used in planning and implementing changes in education. Treats topics, such as education and government, developing appropriate images and goals, and functions of lay citizens and professionals. 1968. 120 pp. $2. Citation Press, Division of Scholastic Magazines, Inc., 50 W. 44th St., New York 10036.

The Craft of Teaching and the Schooling of Teachers. Transactions of one of the conferences of the Tri-University Project. College teachers of prospective elementary school teachers discussed the direction elementary education should take and the kind of training the teachers of the next decade should be given. 1967. 179 pp. $1.50. U.S. Office of Education Tri-University Project in Elementary Education, Nebraska Curriculum Development Center, Andrews Hall 231, University of Nebraska, Lincoln 68508.

Extended Use of School Facilities. Intended to assist school district officials who are planning programs for maximum use of school properties (by school groups beyond normal hours and by non-school groups) and who must develop policies for efficient management. 1967. 103 pp. 70¢. FS 5.221:21035. Supt. Doc.

Games in the Classroom. Examines development of educational games in the elementary and secondary classroom. Articles reprinted from *Scholastic Teacher*. 1967. 12 pp. 20¢. *Scholastic Teacher*, Scholastic Magazines, Inc., 904 Sylvan Ave., Englewood Cliffs, N. J. 07632.

Of Messages and Media, Teaching and Learning by Public Television. An essay

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to explain and demonstrate to educators the special strength of public television as an ally to education. 1968. 48 pp. $2. Syracuse University Press, Box 8, University Station, Syracuse, N.Y. 13210.

Programmed Learning in the Schools. Considers production and use of linear programs for classroom use in the primary stage, from prereading to twelve plus, and with secondary pupils. Glossary and index. One in the "Education Today" series. 1967. 140 pp. $1.75. Humanities Press, Inc., 303 Park Ave. South, New York 10010.

Vocations

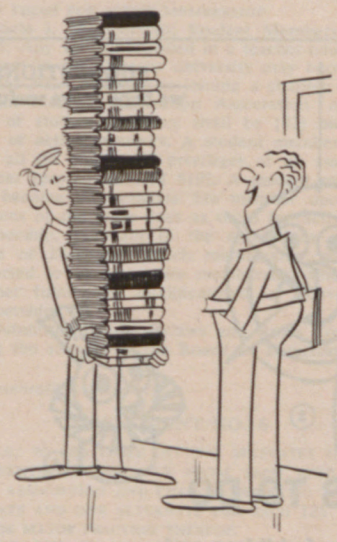
Exploding the Myths. Report of a conference on expanding employment opportunities for career women. Explores expansion of employment and training, including continuing education programs. 1967. 70 pp. Free. Women's Bureau, U.S. Department of Labor, Wage and Labor Standards Administration, Washington, D.C. 20210.

Jobs in Electronic Data Processing. Descriptions of various positions, such as data processing managers, systems analysts, computer and keypunch operators; education and training needed; salary range. 1968. 48 pp. $1.55. Job Family Series No. 20. Science Research Associates, Inc., 259 E. Erie St., Chicago 60611.

Occupational Information: A Career Guidance View. For teachers and counselors. A career guidance view that includes population patterns and trends, work-life expectancy, automation and education, income and earnings. Tables. Indexed. 1968. 160 pp. $1.95. Random House, Inc., The College Dept., 501 Madison Ave., New York 10022.

Opportunities in Physical Therapy. A vocational guide. Covers need for physical therapists, educational preparation, where physical therapists work, and how to get a job in the field. 1968. 124 pp. $1.65. Vocational Guidance Manuals, 235 East 45th St., New York 10017.

Teachers' Guide to Teaching Positions in Foreign Countries. Information on nonprofit and governmental agencies seeking teachers for positions overseas. Also



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tells how to apply for the positions. 1969. 39 pp. $1. Teaching Positions in Foreign Countries, 1213 24th St., Ames, Iowa 50010.

Your Career in Art. Designed to help high school students decide whether careers in advertising art, illustration, art teaching, fine arts, and the many fields of design for industry, fashion, and the home are really for them. 1968. 33 pp. Free with stamped, self-addressed business-size envelope. Philadelphia College of Art, Office of Public Information, Broad & Pine Sts., Philadelphia 19102.

Your Letter Is You. How not to write letters of application. 1968. 9 pp. 25¢. Alumnae Advisory Center, Inc., 541 Madison Ave., New York 10022.

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FOR YOUR INFORMATION

GEORGE D. FISCHER, NEA President; SAM M. LAMBERT, Executive Secretary; JOHN D. SULLIVAN, Assistant Executive Secretary for Communications and Public Relations, and Publisher of Today's Education (NEA Journal).

NEA headquarters: 1201 16th St., N.W., Washington, D.C. 20036. Telephone: Area Code 202, 223-9400.

1969 NEA Convention: June 30-July 5, Philadelphia.

American Education Week—November 9-15, 1969. Theme: Better Education—Your Job.

NEA membership, May 31, 1968: 1,081,660.

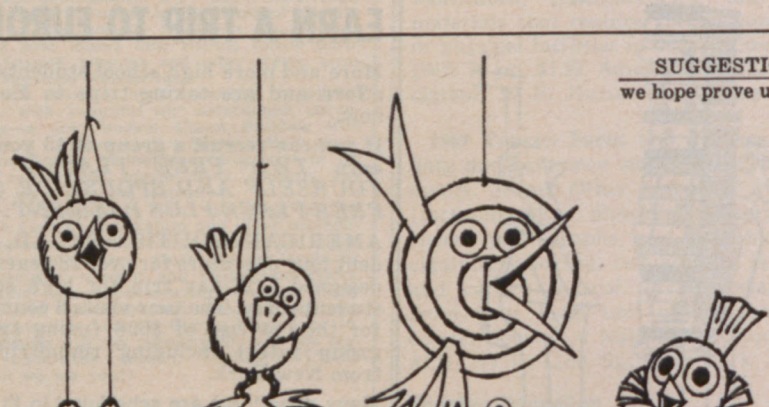
NEA officers and headquarters staff: See *NEA Handbook*, pages 10-16; 423-24; and inside back cover. NEA platform and resolutions: *Handbook*, pages 66-68.

NEA departments: *Handbook*, pages 155-207.

NEA divisions, special projects, task force, commissions, councils, committees: *Handbook*, pages 94-154.

World Confederation of Organizations of the Teaching Profession: Information free from WCOTP, 1330 Mass. Ave., N.W., Washington, D.C. 20005; see *Handbook*, pages 382-84.

SUGGESTIONS
we hope prove useful



FUN BIRDS FOR CLASS TO DO

This activity appeals to different ages of children and fits their wide range of abilities. Colored tissue paper is rolled or wrapped into desired shapes and while this is being done, paste is worked in for permanency.

① BIRD WITH DANGLING FEET

Roll up red tissue ball 2″ diam. Paste on a white construction paper tail, big white disks with black pupils, yellow beak. Roll 2 yellow tissue balls 1″ diam. and press flat, for feet. With 3½″ length black thread string feet to body. Sew thread hangers to top of head. Hang where air movement in room makes legs sway.

② BABY BIRD WITH OUTSIZE FEET

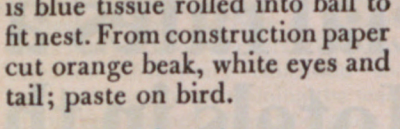
Roll up blue tissue ball 1½″ diam., for body; orange tissue ⅞″ diam., for head. Paste on construction paper feet, beak, tail.

③ LOLLIPOP BIRD

Roll up red tissue ball 5″ diam.; press. Paint as shown. Paste on green construction paper tail, etc.

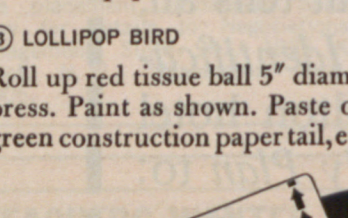
④ MAMA BIRD ON NEST

Nest is 1½″ cardboard tube, cut down to 1½″ depth. Fringe top ¼″ wide x ⅞″, bend back as shown. Paint yellow. Mama bird is blue tissue rolled into ball to fit nest. From construction paper cut orange beak, white eyes and tail; paste on bird.



⑤ TWO BIRDS ON A TWIG

Roll up 2 red tissue balls 1¼″ diameter to make the 2 little birds. Paste on beak, feet, tail cut from orange and white construction paper. Black pupils. Run through the birds, as if perching there, a 6-7″ length of brown pipe cleaner. Add 2 green leaves.



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DECODING OR MEANING

(Continued from page 22)

respond to fractional parts of words to responding to total word forms. This quantum jump from fractured words to total word forms cries for some sound theoretical rationale. No one whose recognition remains at the letter level can become a proficient reader.

Nowhere in her writing does Dr. Chall acknowledge the basic and essential truth that each and every word form is unique. Ultimately the beginning reader must respond to the fact that each word form has individual identity or he will flounder endlessly.

The real task in word recognition for the beginner is to get over the feeling that print is visually strange or foreign in appearance and to become familiar with each and every word form in terms of its own particular identity. All beginners need time to get used to the way words look; some need much more time than others.

How one does this is tied up with method. Evidence supports the contention that, given sufficient time in the primary grades, 85 to 90 percent of children progress satisfactorily regardless of method, which, in reality, makes little difference for most pupils.

My experience shows that beyond the primary grades, problems related to meaningful responses are far greater than the problem of word recognition in itself. If recognition breaks down, it is because the word is unknown in terms of its meaning, rather than because of difficulties of pronunciation, or of decoding, per se.

Decoding is not an end in itself—a fact that Dr. Chall never clearly admits. This point she blurs badly, as do other advocates of the code-emphasis approach. Debate on issues surrounding methodology for starting young readers with print should and will continue. One hopes, however, that the key elements of teacher competency, individual patterns of learning, pacing, and method will be viewed in perspective and that each element will receive proper weight. •

Proposed Amendments to the NEA Bylaws and Standing Rules

The following amendments to the NEA Bylaws and Standing Rules were proposed at the 1968 NEA Representative Assembly and titles will appear on the ballot on July 5, 1969, the last day of the 1969 Representative Assembly. They have been grouped under various headings in order to facilitate an overview of proposed action pertaining to several facets of the Bylaws and Standing Rules. Additions are in boldface; deletions are enclosed in brackets.

BYLAWS

Dues

AMENDMENT NO. 1

TITLE: TO INCREASE ACTIVE MEMBERSHIP DUES TO $25, EFFECTIVE FOR 1970-71.

Article I, Membership; Active Members, Section 3(c) Rights and Dues. An active member shall be entitled to receive the JOURNAL of the Association, to vote for delegates to the Representative Assembly; to serve as a delegate to the Representative Assembly, and to hold elective or appointive office. Annual dues of active members shall be [$15] **$25** beginning with the membership year [1968-69] **1970-71.**

—Submitted by the Bylaws and Rules Committee at the request of the Board of Directors.

AMENDMENT NO. 2

TITLE: TO MAKE RESERVE MEMBERSHIP DUES ONE HALF THOSE FOR ACTIVE MEMBERS.

Article I, Membership; Reserve Members, Section 5. Any person who has been an active or student member of the Association may, upon request, continue his affiliation as a reserve member during any period of time in which his employment status does not qualify him for active membership, or in which he is employed less than half time as a substitute teacher. Any graduate student who is preparing to enter service in higher education on at least a half-time basis and whose principal occupation is that of graduate student may enroll as a reserve member.

A reserve member shall have the privilege of requesting automatic transfer to active membership at the time he resumes or assumes active status. A reserve member shall be entitled to receive such publications and services of the Association as may be approved by the Board of Directors. Reserve members shall not have the right to vote for delegates to the Representative Assembly, to serve as delegates, or to hold elective or appointive office. Annual dues of reserve members shall be [$10] **one half those of active members.**

—Submitted by the Bylaws and Rules Committee at the request of the Board of Directors.

AMENDMENT NO. 3

TITLE: TO MAKE ASSOCIATE MEMBERSHIP DUES THE SAME AS THOSE FOR ACTIVE MEMBERSHIP.

Article I, Membership; Associate Members, Section 6. Any person interested in advancing the cause of education but who is not eligible for active membership may become an associate member. An associate member shall be entitled to receive the JOURNAL of the Association but shall not have the right to vote for delegates to the Representative Assembly, to serve as a delegate, or to hold elective or appointive office. Annual dues of associate members shall be [$10] **the same as those of an active member.**

—Submitted by the Bylaws and Rules Committee at the request of the Board of Directors.

AMENDMENT NO. 4

TITLE: TO MAKE RETIRED MEMBERSHIP DUES ONE-FIFTH THOSE FOR ACTIVE MEMBERSHIP.

Article I, Membership; Retired Members, Section 7. Any person who has been an active member of the Association for at least five years immediately prior to retirement may become a retired member. Annual dues of retired members shall be [$2] **one-fifth those of active members.** A retired member shall have all the rights and privileges of an active member [paying dues of $10].

—Submitted by the Bylaws and Rules Committee at the request of the Board of Directors.

AMENDMENT NO. 5

TITLE: TO MAKE STUDENT MEMBERSHIP DUES ONE-FIFTH THOSE FOR ACTIVE MEMBERSHIP.

Article I, Membership; Student Members, Section 8. Any student enrolled in a teacher-education program in a college or university may become a Student NEA member by joining a chapter of the Student National Education Association. Annual dues of student members shall be [$2] **one-fifth those of active members.** A student member shall have all the rights and privileges of an associate member [paying dues of $10]. A student member may become an associate life member upon the payment of the same dues as those for active life membership, pursuant to the regulations of the Board of Directors, which membership may be converted to an active life membership when the member fulfills the qualifications for active life membership.

—Submitted by the Bylaws and Rules Committee at the request of the Board of Directors.

Representative Assembly

AMENDMENT NO. 6

TITLE: TO ADD THREE OFFICIAL DELEGATES TO THE REPRESENTATIVE ASSEMBLY FROM EACH AFFILIATED STATE ASSOCIATION AND CHANGE THE RATIO TO ONE DELEGATE AND ONE ALTERNATE FOR EACH 125 MEMBERS OR MAJOR FRACTION THEREOF.

Article VII, Representative Assembly, Composition, Section 1. The Representative Assembly shall consist of delegates selected by state and local affiliates of the Association as provided in Sections 4 and 5 of this Article. The president, vice-president, immediate past president, treasurer, the executive secretary, and members of the Board of Directors, Board of Trustees, Executive Committee, the president or one other elective officer of each department of the Association, the chairman of each NEA committee, commission, and council, **three official delegates from each affiliated state association,** and the United States Commissioner of Education shall be ex officio delegates.

Section 4. Each affiliated state, commonwealth, association, and the District of Columbia shall be entitled to one [state] delegate and one alternate for each **125** [100] of its members, or major fraction thereof, who are active or life members of the Association [, up to and including 500 members. An association shall be entitled to one delegate and one alternate for each additional 500 such members or major fraction thereof]. Delegates and alternates from states requiring both NEA and state association membership of delegates to the state's representative assembly must be members of both the state association and the NEA.

Note: Sections 5 and 6 are deleted entirely.

Section [7] **5.** Apportionment of delegates to the Representative Assembly shall be based on the number of active, life, and retired members of the Association in the respective affiliates as of [May 31] **February 15** of the current year. The executive secretary shall notify [all state and local affiliates] **each affiliated state and local association** as to the number of delegates to which [they are] **its state is** entitled. **Each state association shall allocate, as determined by the state association, at least 80% of its delegate places to NEA affiliated or chartered local associations in proportion to NEA members in such local association. A local association may retain or transfer its NEA delegate representation to the state education association and may designate the type of representation the state shall elect.**

—Submitted by Idaho and Maine delegations.

Fiscal Year

AMENDMENT NO. 7

TITLE: TO CHANGE THE NEA FISCAL YEAR FROM JUNE 1 THROUGH MAY 31 TO SEPTEMBER 1 THROUGH AUGUST 31, PROVIDED NEA DUES ARE INCREASED BEGINNING WITH THE 1970-71 MEMBERSHIP YEAR.

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Article XI, Finance; Fiscal Year, Section 1. The fiscal year of the Association shall be [June] **September** 1 through [May] **August** 31 beginning in September 1970, provided the proposed increase in NEA dues is adopted.

—Submitted by the Bylaws and Rules Committee at the request of the Budget Committee.

Amendment Bylaws and Rules

AMENDMENT NO. 8

TITLE: TO REQUIRE THE CONCURRENCE OF FIVE STATE DELEGATIONS FOR THE SUBMISSION OF AMENDMENTS TO THE BYLAWS AND TO ELIMINATE PRESENTATION OF AMENDMENTS BY PETITION OF FIFTY DELEGATES.

Article XIV, Amendments; Amendments to the Bylaws, Section 1. These Bylaws may be amended at a meeting of the Representative Assembly by a two-thirds vote if the proposed change shall have been presented in writing at the preceding annual meeting and the text of the proposed change shall have been printed in the JOURNAL of the Association at least 60 days in advance of such meeting, or if unanimous consent is given for taking a vote without such advance notice. Amendments to the Bylaws may be so presented only (a) by the Bylaws and Rules Committee, or (b) with the concurrence of at least [two] **five** state [or other authorized] delegations in the Representative Assembly evidenced in each case either by a majority vote of the delegation at a regularly called meeting of the delegation held in connection with the annual meeting or by a petition signed by a majority of the members of the delegation [, or, (c) by petition of any 50 accredited delegates].

Withdrawal of Amendments, Section 4. A proposed amendment to the Bylaws or the Standing Rules may be withdrawn, with the consent of the Representative Assembly, at the request of sponsors of the amendment, in accordance with the following provisions. If the amendment was presented by the Bylaws and Rules Committee, the request for its withdrawal must be made by that Committee. If the amendment was presented by [one or more] state delegations, the request must be made by all of those state delegations, evidenced in each case by a vote of two-thirds of the delegates voting at a regularly called meeting of the delegation held in connection with an annual meeting and a certification of such vote to the Bylaws and Rules Committee, or by a petition submitted to the Bylaws and Rules Committee, and signed by two-thirds of the delegates from the state. [If the amendment was presented by petition of individual delegates, the request must be made by a petition submitted to the Bylaws and Rules Committee and signed by two-thirds of the delegates by whom the amendment was presented.]

—Submitted by the Bylaws and Rules Committee at the request of the Board of Directors.

AMENDMENT NO. 9

TITLE: TO PROVIDE THAT AMENDMENTS TO THE BYLAWS MAY BE PRESENTED TO THE REPRESENTATIVE ASSEMBLY BY READING THE TITLE ONLY AND TO REQUIRE THAT THE FULL TEXT OF THE AMENDMENT BE PRINTED IN THE VOLUME OF PROCEEDINGS.

Article XIV, Amendments; Amendments to the Bylaws, Section 1. These Bylaws may be amended at a meeting of the Representative Assembly by a two-thirds vote if the proposed change shall have been presented in writing **to the Committee on Bylaws and Rules and read by title** at the preceding annual meeting and the text of the proposed change shall have been printed **in the convention Proceedings and** in the JOURNAL of the Association at least 60 days in advance of such meeting, or if unanimous consent is given for taking a vote without such advance notice. Amendments to the Bylaws may be so presented only (a) by the Bylaws and Rules Committee, or (b) with the concurrence of at least two state or other authorized delegations in the Representative Assembly evidenced in each case by a majority vote of the delegation at a regularly called meeting of the delegation held in connection with the annual meeting or by a petition signed by a majority of the members of the delegation, or (c) by petition of any 50 accredited delegates.

Amendments to the Standing Rules and Rules Governing the Annual Meeting, Section 2. Standing Rules may be amended at a meeting of the Representative Assembly (a) without notice by a two-thirds vote or (b) by a majority vote if the proposed change shall have been presented in writing **to the Committee on Bylaws and Rules and read by title** at the preceding meeting **and the text of the proposed change shall have been printed in the convention Proceedings.** Amendments to Standing Rules may be so presented only (a) by the Bylaws and Rules Committee, or (b) with the concurrence of at least one state or other authorized delegation in the Representative Assembly evidenced either by a majority vote of the delegation at a regularly called meeting of the delegation held in connection with the annual meeting or by a petition signed by a majority of the members of the delegation, or (c) by petition of any 25 accredited delegates. Rules Governing the Annual Meeting, other than Standing Rules, may be amended by a majority vote of the Representative Assembly without notice.

—Submitted by 50 delegates.

STANDING RULES

Order of Business and Debate

AMENDMENT NO. 1

TITLE: TO PROVIDE THAT A ROLL CALL VOTE SHALL BE TAKEN AFTER APPROVAL BY ONE-THIRD OF THE DELEGATES PRESENT.

Rule 6, Order of Business (h). A roll call vote shall be taken only after approval by a standing vote of [a majority] **one-third** of delegates present. Supervision and counting of roll call votes shall be in charge of the Bylaws and Rules Committee.

—Submitted by the Minnesota delegation.

Resolutions

AMENDMENT NO. 2

TITLE: TO REQUIRE THAT ALL RESOLUTIONS, FROM WHATEVER SOURCE, ADOPTED BY THE REPRESENTATIVE ASSEMBLY BE ACCEPTED AND PUBLICIZED AS OFFICIAL NEA RESOLUTIONS.

Rule 8, Committee and Procedure; Procedures for Submitting Resolutions. Resolutions from delegates or members designed for consideration by the Resolutions Committee shall be submitted to the executive secretary or the chairman of the Resolutions Committee not later than 6 P.M. of the day when the first business session of the Representative Assembly takes place; provided, how-

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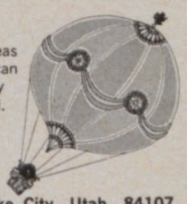

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ever, that proposed resolutions by delegates may be submitted from the floor after this time upon unanimous consent of the delegates.

Resolutions submitted for consideration by the Representative Assembly shall be in writing on the forms provided, signed by the maker and seconder of the motion.

All resolutions adopted by the NEA Representative Assembly shall be accepted and publicized as official NEA Resolutions for the current year.

—Submitted by 50 delegates.

AMENDMENT NO. 3

TITLE: TO REQUIRE THAT A MINORITY REPORT OF THE RESOLUTIONS COMMITTEE BE SUPPORTED BY AT LEAST ONE-THIRD OF THE MEMBERS OF THE COMMITTEE.

Rule 8, Committee and Procedure; Duties. The Resolutions Committee shall prepare and present to the Representative Assembly proposed resolutions for adoption. They shall be printed and made available to delegates at least one day before action is scheduled thereon by the Representative Assembly. The form and text of each resolution shall be approved by a majority vote of the Resolutions Committee before presentation to the Representative Assembly; provided, however, that a minority report may be presented to the Representative Assembly by [any member] **one-third of the members** of the committee. The chairman of the Resolutions Committee shall present the report of the committee, together with any minority report, to the Representative Assembly for consideration at the time and place designated in the official program.

—Submitted by the Bylaws and Rules Committee.

AMENDMENT NO. 4

TITLE: TO PROVIDE THAT RESOLUTIONS PROPOSED BY DELEGATES MAY BE SUBMITTED FROM THE FLOOR AFTER THE 6 P.M. DEADLINE OF THE DAY WHEN THE FIRST BUSINESS MEETING IS HELD, BY A TWO-THIRDS VOTE OF THE DELEGATES.

Rule 8, Committee and Procedure; Procedures for Submitting Resolutions. Resolutions from delegates or members designed for consideration by the Resolutions Committee shall be submitted to the executive secretary or the chairman of the Resolutions Committee not later than 6 P.M. of the day when the first business session of the Representative Assembly takes place; provided, however, that proposed resolutions by delegates may be submitted from the floor after this time upon [unanimous] consent of **two-thirds** of the delegates.

Resolutions submitted for consideration by the Representative Assembly shall be in writing on the forms provided, signed by the maker and seconder of the motion.

—Submitted by the Maryland delegation.

Amendments

AMENDMENT NO. 5

TITLE: TO PROVIDE THAT AMENDMENTS TO THE STANDING RULES SHALL BE SUBMITTED NOT LATER THAN THE CLOSE OF THE FIFTH BUSINESS MEETING.

Rule 9, Submission and Vote; Procedure. Proposed amendments to the Bylaws shall be submitted to the Committee on Bylaws and Rules in writing, not later than the close of the third session of the Representative Assembly. Amendments to the Standing Rules shall be presented to the Committee on Bylaws and Rules [at the first or second] **not later than the close of the fifth** session of the Representative Assembly.

—Submitted by the Michigan delegation.

AMENDMENT NO. 6

TITLE: TO PROVIDE THAT AMENDMENTS TO THE STANDING RULES MAY BE PRESENTED TO THE REPRESENTATIVE ASSEMBLY BY READING THE TITLE ONLY AND TO REQUIRE THAT THE FULL TEXT OF THE AMENDMENT BE PRINTED IN THE PROCEEDINGS.

Rule 9, Submission and Vote; Presentation. Proposed amendments **to both the Bylaws and Standing Rules** shall be checked, reviewed, and if necessary, edited by the Committee on Bylaws and Rules, and presented **by title** by the chairman of the committee **to the Representative Assembly** at a session on the final day of the meetings of the Representative Assembly, and printed [as read to the Representative Assembly] **in full** in the convention Proceedings and official publications of the Association.

—Submitted by 25 delegates.

TEACHER IN POLITICS

When Charles A. Koehler was elected city councilman in Fontana, California, he received the highest number of votes ever accorded a candidate for local office in that city. During his four-year term, which ends in April 1970, he served as mayor pro tempore from April 1967 to April 1968.

Mr. Koehler is a counselor at Sequoia Junior High School in Fontana. A life member of NEA, he has been active in his local association and served as Southern Section representative to the California Teachers Association from 1961 to 1966.

Mr. Koehler brought to his post a long record of public service. He has held several offices in Kiwanis, and is active in Boy Scouts, YMCA, the Fontana Art Association, and other civic and church groups. He received the California Industry Education Plaque as one of five outstanding Southern California teachers in 1963. His name has appeared in the last seven editions of *Who's Who in the West.*

—Theodore Bass, *professional services executive, California Teachers Association.*

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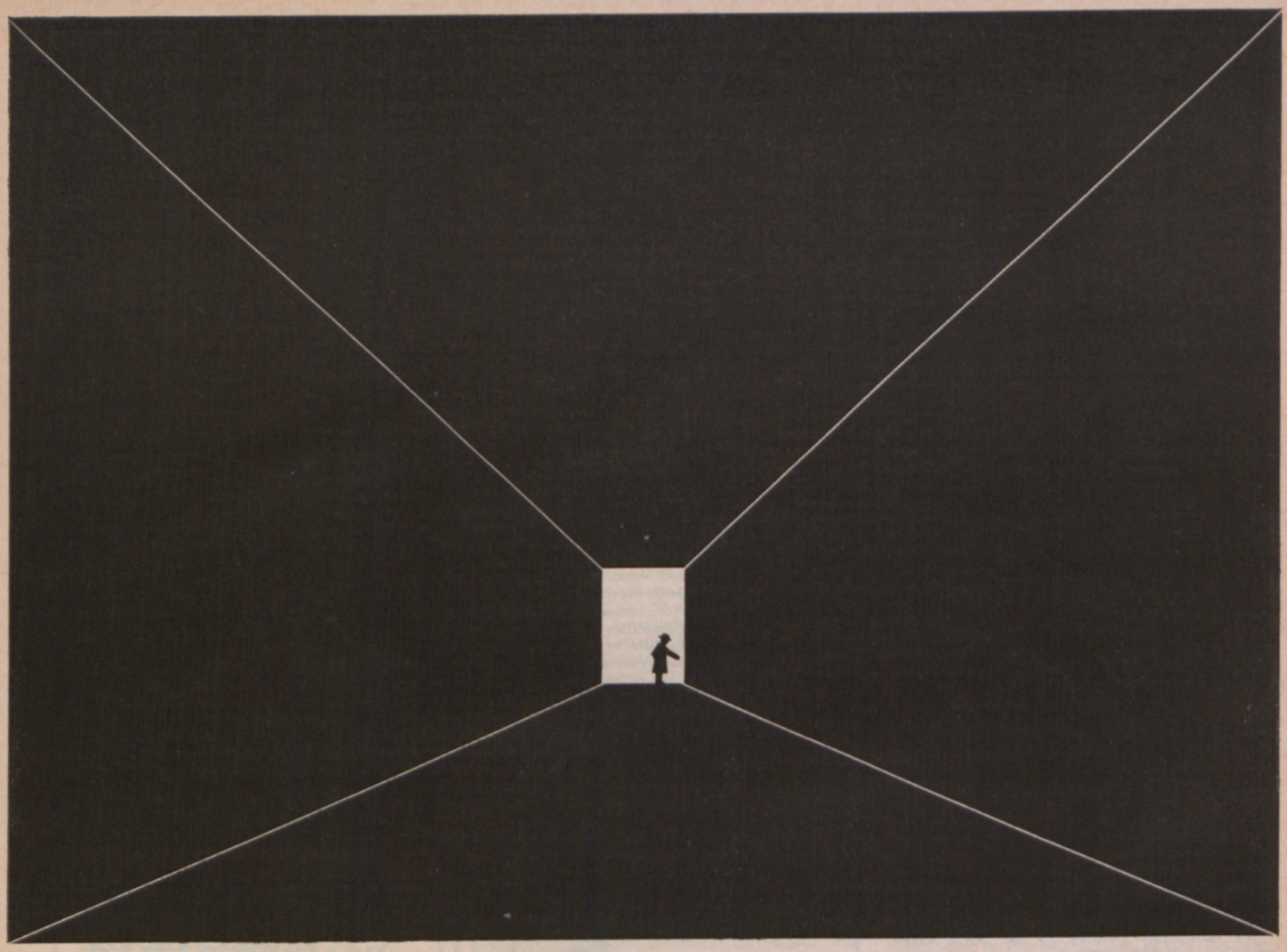

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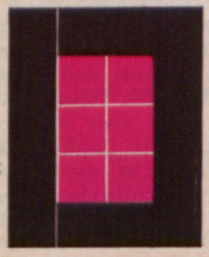

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5. Send your entry by first-class mail only, preferably in a business-size (No. 10) envelope. Do not send your entry by special delivery, registered, or certified mail. Be sure to put sufficient postage on it. (All mail addressed to the post office box is automatically returned if it has insufficient postage or requires special handling.) Do not send a letter or other material with your entry. Subsequent correspondence about your entry cannot be acknowledged.
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See preceding page of this issue for the particulars about entering the sixth annual Teachers' Writing Competition sponsored by TODAY'S EDUCATION and the Reader's Digest Foundation.

The contest is open to all NEA members except staff members of the Association and their immediate families.

Index

Anyone who desires a free single copy of the index to Volume LVII, January-December 1968, of TODAY'S EDUCATION may obtain one by sending a stamped, self-addressed envelope to Dept. I, TODAY'S EDUCATION, Room 801, 1201 Sixteenth Street, N.W., Washington, D.C. 20036

Copyright Legislation

For readers who are interested in more information about copyright legislation, we are offering a resumé of current developments and issues on the subject as a supplement to this month's article, "Copyright Legislation and You." Anyone who desires a free, single copy may obtain one by sending a stamped, self-addressed envelope to Dept. C, TODAY'S EDUCATION, Room 801.

Quotations

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Table Decorations—Education Style

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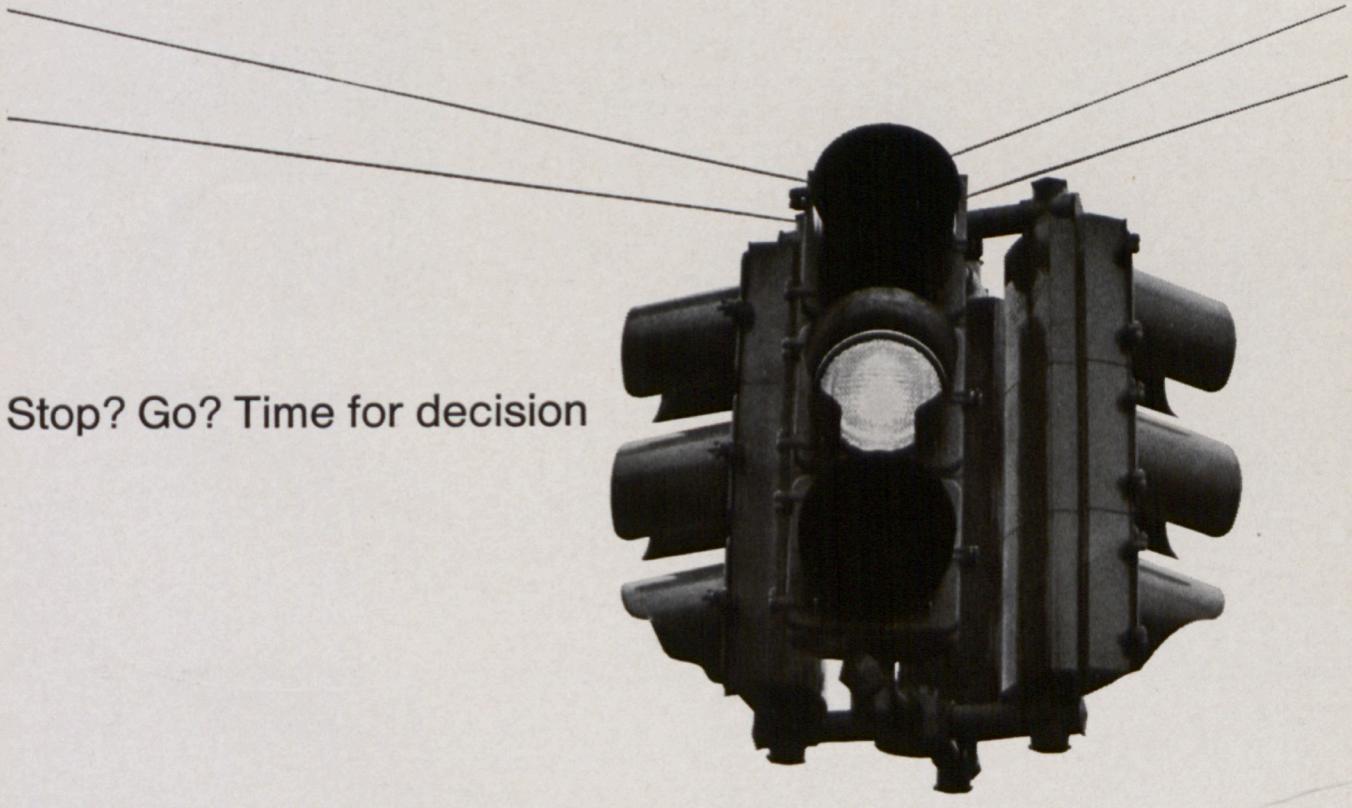

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